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MOTIVATE A TEAM LEARNER GUIDE

U/S 13947





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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Motivate a team

SAQA US ID	UNIT STANDARD TITLE			
13947	Motivate a team			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Generic Management				
QUALITY ASSURING BODY				
FIELD		SUBFIELD		
Field 03 - Business, Commerce and Management Studies		Generic Management		
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	NQF Level 04	6
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Passed the End Date - Status was "Reregistered"		2006-03-14	2006-11-16	SAQA 0160/05
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2007-11-16		2010-11-30		

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Explain why it is important to motivate a team and how levels of motivation could be assessed.

ASSESSMENT CRITERION 1

1. Reasons why motivation is important are explained with examples.

ASSESSMENT CRITERION 2

2. The negative impact of demotivated team members is explained with examples.

ASSESSMENT CRITERION 3

3. The role of motivation in ensuring quality performance is explained and an indication is given of the responsibility of the team leader in motivation.

ASSESSMENT CRITERION 4

4. A list is compiled of indicators that help to identify a lack of motivation in a team.

ASSESSMENT CRITERION 5

5. A list is compiled of indicators that are evidence of motivation in a team.

ASSESSMENT CRITERION 6

6. The behaviour of members of a team or business unit is analysed and an opinion is expressed and substantiated on the level of motivation of the team.



SPECIFIC OUTCOME 2

Applying of theories of motivation.

ASSESSMENT CRITERION 1

1. Two theories of motivation are researched and compared in terms of how each maintains people are motivated to achieve both personally and in a work environment.

ASSESSMENT CRITERION 2

2. The researched theories are applied to a team and a decision is made as to which best applies to a specific team.

ASSESSMENT CRITERION 3

3. An action plan is compiled to motivate a team based on the researched theories.

SPECIFIC OUTCOME 3

Describe techniques leaders can use to motivate a team.

ASSESSMENT CRITERION 1

1. The importance of information as a motivating factor is explained with reference to the effect of too much or too little information on a team.

ASSESSMENT CRITERION 2

2. The importance of recognition as a motivating factor is explained and an indication is given of how achievement is recognised within a team, group, business unit or organisation.

ASSESSMENT CRITERION 3

3. The importance of listening as a motivating factor is discussed and an indication is given of the consequences when a team or group leader does not listen to the team or individual members of the group.

ASSESSMENT CRITERION 4

4. Ways of involving members in decision-making are discussed as a means of obtaining commitment to a plan.

SPECIFIC OUTCOME 4

Provide feedback to a team.

ASSESSMENT CRITERION 1

1. Information that a team requires to do its work well is identified and conveyed to team members.

ASSESSMENT CRITERION 2

2. An exercise to encourage team members to reflect on the team's performance is designed and used with a group to agree on performance targets.

ASSESSMENT CRITERION 3

3. Ways of measuring performance apart from formal performance management are discussed with reference to the performance of a specific team.

ASSESSMENT CRITERION 4

4. Actions that a leader can take to improve the ways in which members measure their own performance are discussed with reference to a specific team.

ASSESSMENT CRITERION 5

5. A management process that makes provision for feedback from team members to the manager is designed for a specific business unit or team.



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SPECIFIC OUTCOME 5

Recognise achievement.

ASSESSMENT CRITERION 1

1. The importance of praise and personal recognition is explained with examples.

ASSESSMENT CRITERION 2

2. Possible systems for recognising achievement at team level are explained and a personal plan is devised to show recognition in own team.

SPECIFIC OUTCOME 6

Indicate how leaders can empower members of a team.

ASSESSMENT CRITERION 1

1. Tasks allocated to the team are analysed and suggestions are made as to how individual team members can be given responsibility for their own achievement.

ASSESSMENT CRITERION 2

2. Aspects of team performance that are supervised by the junior manager are analysed and an indication is given of which aspects of team performance could better be handled by the team.

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO WORKING

The learner is able to work as a member of a group or team in identifying information needed by the team and designing an activity to agree on performance targets.

UNIT STANDARD CCFO ORGANISING

The learner is able to organise and manage him/herself in drawing up action plans.

UNIT STANDARD CCFO COLLECTING

The learner is able to collect, organise and critically evaluate information in researching theories of motivation and drawing up action plans.

UNIT STANDARD CCFO COMMUNICATING

The learner is able to communicate effectively researching theories of motivation and explaining techniques leaders can use to motivate a team or group.



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TOPIC 1

THE IMPORTANCE OF MOTIVATING A TEAM



OUTCOMES TO BE ACHIEVED IN THIS TOPIC

SO 1: Explain the importance of motivating a team

On completion of this topic you will be able to:

SO1 AC1	List and explain reasons why motivating a team is important
SO1 AC2	Explain the negative impact demotivated team members could have on a team
SO1 AC3	Explain the role of motivation in ensuring quality performance Indicate the responsibilities of the Team Leader towards motivating the team
SO1 AC4	List the indicators that assist with identifying a lack of motivation in a team
SO1 AC5	List indicators that are evidence of a motivated team
SO1 AC6	Observe and Analyse the behaviours of a particular team Express an opinion and substantiate it on the team's levels of motivation



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1.1 Introduction

Motivation is the one aspect that can really make a difference in the workplace. You cannot motivate others, but you can create the environment for them to deliver their best.

1.2 What is motivation and why is it important in a workplace? (SO1 AC1)

'Motivation', along with related words such as '[motive](#)', is derived from the Latin verb *movere*, 'to move'.

Motivation is something that encourages action or feeling. To motivate means to encourage and to inspire. Motivation can also mean to turn on or ignite the feeling or action.

Motivation is powerful. It can persuade, convince and propel you into action.

Motivation can be defined as motive for action. It is a force that can literally change your life.

It is said that motivation is like fire – unless you keep adding fuel to it, it dies. Just like exercise and food don't last long, neither does motivation. However, if the source of motivation is belief in inner values, it becomes long-lasting.

1.3 Motivation can be positive or negative

Read the following article from www.entrepreneur.com

Motivating the Negative Nancy Story

A "Negative Nancy" is someone who overgeneralizes in labeling situations and people, focuses on the bad in each situation, jumps to conclusions and constantly redirects the blame. In a business setting, these behaviors can result in harmful effects, such as reduced productivity, decreased group morale, increased stress, wasted time, hindered creativity and innovation, and higher employee turnover.

At my previous job, I worked with a team on an important project. Our group was cohesive, except for one teammate.

Nothing was good enough for her. Had the members of the team thought things through before setting the project's timeline? Why was he in on our meetings? How did we think we could do this better than dozens of others who had tried before?

Her bad attitude left us feeling like we were running on a hamster wheel, drained from trying to please someone who couldn't be pleased -- with no end in sight. As the motivation waned, the work suffered. Finally the issue had to be addressed for the team's productivity.

That was the first time I experienced how contagious negativity can be in the workplace. It can spread like wildfire and affect everyone, including customers. If a pessimistic employee is stifling company productivity, address the issue as soon as possible.

Question is: Are you a Negative Nancy or do you strive to be the opposite of this?



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1.4 Ignoring Employee Morale Will Cost You! (SO1 AC3)

To ignore low morale of a team member could be fatal for the team and the organisation. It could certainly cost the company money as the team will be less productive and targets may not be met.

1.4.1 What could Team Leaders do to improve a low morale situation in their team?

1. Identify the negative behavior. Recognize bad attitudes and negativity and identify the individual involved after receiving a tip or spotting something.

2. Confront the person. Develop a plan to address the individual in a calm, private setting. Set aside enough time to discuss the situation in detail. There may be a reason or a trigger for this behavior.

3. Reinforce positive behavior. During the discussion, set goals for change and even play out scenarios. Listen to the employee's thoughts and ideas about the situation and emphasize the need for a positive attitude moving forward.

4. Follow up. Schedule a meeting to discuss the individual's progress. Recognize and praise positive improvements and attitude.

5. Set a good example. The manager should demonstrate positive behavior for staff members -- even on the cloudiest of days. Remind them that problems and setbacks are an inevitable part of business, but each one can serve as a learning experience.

6. Invest in positivity. Boost the positivity quotient in the office by fostering programs or activities that will make staffers happy, such as potlucks, games and employee-of-the-month recognitions. Promote physical and mental health by funding employee-fitness programs, planning office yoga classes or creating work spaces with natural light.

Even the most positive person can have a bad day, and it's not uncommon for co-workers with different backgrounds, beliefs and behaviors to have an occasional personality clash. But letting a Negative Nancy disturb the attitudes and work of others can be extremely detrimental to business productivity. The key is addressing the issue quickly and promoting positivity and happiness throughout the workplace.



Group Activity 1 (SO1 AC4&5)

When you enter a shop for the first time, what would indicate to you that the staff is Motivated:



1.5 Possible Demotivating factors:

- Unfair criticism
- Negative criticism
- Public humiliation
- Rewarding the nonperformer which can be demotivating for the performer
- Failure or fear of failure
- Success which leads to complacency
- Lack of direction
- Lack of measurable objectives
- Low self-esteem
- Lack of priorities
- Negative self-talk
- Office politics
- Unfair treatment
- Hypocrisy
- Poor standards
- Frequent change
- Responsibility without authority

Motivation comes from excitement and excitement does not come unless there is full commitment.

New methods of motivation will not work till the demotivating factors are removed. Many times, just removing the demotivating factors can spark motivation.

The impact of demotivating team members

One demotivated team member can have a major impact on the whole team. It is like a box of apples: one rotten apple will make the rest rot as well.

As team leader it is your job to focus on the demotivated team member and try to encourage them to be more involved.

1.6 How to motivate others

- Give recognition
- Give respect
- Make work interesting
- Be a good listener
- Throw a challenge at them
- Help, but do not do for others what they should do for themselves
- The objective should be to lead employees to be self-motivated: when people do things for their own reasons and not yours. That is lasting motivation.



Research has shown that:

- People will do a lot for money
- They will do more for a good leader
- They will do most for a belief

1.7 External motivation

External motivation comes from outside, such as money and societal approval, fame or fear. Examples of external motivation are fear of getting spanked by parents and fear of getting fired at work. These tools deal with physical or monetary rewards, such as bonuses or child care.

A company wanted to introduce a new pension plan and needed employees to sign up. They needed 100% participation. Everyone signed up, except John.

The plan made sense and was in the best interest of all. John not signing was the only obstacle. His supervisor and co-workers tried to get him to sign, but without success.

The owner of the company called John to his office, gave him a pen and told him: "Sign or you are fired". John signed. The owner asked John why did he not sign earlier? His answer: "No one explained the plan quite as clear as you did."

John did not have much of a choice. He was motivated by the fear of losing his job.

The advantages of fear motivation are:

1. It gets the job done quickly.
2. It is instantaneous.
3. It prevents loss, by meeting deadlines.
4. In the short run, performance may improve.

The disadvantages of fear motivation are:

1. The motivation is only there while the motivator is there.
2. It causes stress.
3. Performance is limited to compliance.
4. In the long run, performance goes down.
5. It destroys creativity.
6. They get used to the stick and need a bigger stick!

Incentive motivation is part of external motivation and can take the form of incentives, bonuses, commission and recognition. It works very well as long as the incentive is strong enough.

If the donkey is hungry enough, the carrot sweet enough and the load light enough, he will chase the carrot dangling in front of him. Once his stomach is full, you need to wait for him to get hungry again before he will pull the cart.

1.8 Internal motivation

Internal motivation is the inner gratification, not for success or winning, but for the fulfilment that comes from having done it. It is a feeling of accomplishment, rather than just achieving a goal. Internal motivation is lasting, because it comes from within and translates into self-motivation.

These rewards meet a psychological or personality need of employees, such as feelings of validation or pride in a job well done. Although many companies focus on external motivators,



addressing internal motivators is equally important because external motivators tend to become less effective over time.

Empowerment is an intrinsic motivator. Companies can empower employees by giving them individual responsibilities and the authority to make at least basic decisions. They also can motivate employees by encouraging them to be as creative and innovative as possible. These techniques allow employees to feel like active participants in the company who are capable of contributing something meaningful. When employees feel like they are part of the company, they are more likely to move toward the company's objectives.

Related Article

Ensuring staff remain motivated can help to boost productivity, company loyalty and levels of engagement. While the overall organisation's culture and quality of management are key drivers of motivation, employers can use a [team building event](#) or individual incentive, staff award and social, days out, prizes and vouchers to reward and recognise employees who achieve in the workplace.

Methods of reward to motivate can include, [paper reward vouchers](#); [online accounts or reward cards](#) and [internal award ceremonies](#). Corporate recognition awards and reward programs can be both inexpensive and hugely valuable for the employer and to assess the success of reward and recognition schemes, employee motivation can be recorded using techniques such a motivation questionnaire.

<http://www.employeebenefits.co.uk/benefits/staff-motivation.html>

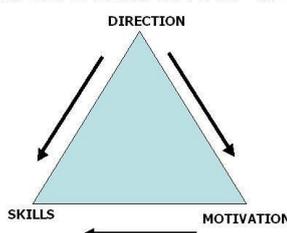
1.9 Results of motivated employees

- Motivated employees always look for better ways to do a job.
- Motivated employees are more quality oriented
- Motivated workers are more productive.

The quality principle of continuous improvement means that we will continuously try to improve. It has been proven that motivated employees understand this and strive to look for better ways of doing things. Motivated employees believe that they can make a difference and improve their working conditions. They come up with suggestions and feedback to change things. They understand that they are at the rock face of things and know what their customers want. By suggesting improvements to their management they are part of this process of change and feel they are contributing and participating.

Figure 1: Results of Motivated Teams

PERFORMANCE AT WORK

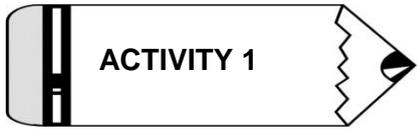


1. Direction: as indicated by top management and the company's business plan
2. Skills: the skills set of each individual
3. Motivation: the motivational level of each employee



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ACTIVITY 1

(SO1 AC1, 2 & 3)

1.1 With reference to the Motivating Nancy store, list at least four reasons why it is important to motivate working teams

1.2 List the negative impact factors that a demotivated team member could have on a team

1.3 List the possible influencing factors that might motivate negative people?

1.4 State how you would have dealt with the Negative Nancy in the story above if you were the Team Leader. Your methods should work towards enhancing the entire team's performance as well as that of Negative Nancy

Refer to the 6 listed suggestions as in the section above: What could Team Leaders do to improve a low morale situation in their team?

1.5 Hereunder follows a Motivational Questionnaire. Refer to your own levels of motivation and complete it truthfully



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EVALUATION OF MOTIVATIONAL LEVELS	Yes	No
1. Have you agreed with each of your subordinates about performance standards so that you can recognise achievement?		
2. Do you recognise the contribution of each member of the team and encourage other team members to do the same?		
3. In the event of success, do you acknowledge it and build on it?		
4. In the event of setbacks, do you learn from your mistakes?		
5. Can you delegate more?		
6. Can you give more decision making and accountability to the rest of the team?		
7. Do you show the team that you trust them?		
8. Are there adequate opportunities for your team to be trained?		
9. Do you encourage individuals to develop themselves?		
10. Do you give proper feedback to your team?		
11. Does financial reward match contributions, e.g. pay for performance?		
12. Do you make sufficient time to listen to the team?		
13. Do you encourage self-development within the team?		
14. Do you support the team?		

1.5 List 4 positive factors regarding your own motivational levels and contributions and 2 areas that you think need development in order to enhance your motivational levels

1.6. List the ways in which your store motivate or intensifies the teams.

1.7 With reference to a team that you have identified as motivated in your own store, list the characteristics that you observe in the workplace of this motivated team.

1.8 How can you provide more praise and responsibility to your team members when you fulfill a leading role? Give at least 5 specific examples.

TOPIC 2

MOTIVATING FACTORS

SO3: Describe techniques that leaders can use to motivate a team

SO3 AC1	Explain the importance of information as a motivating factor and make reference to the effect of too much or too little information on a team	
SO3 AC2	Explain the importance of recognition as a motivating factor List how achievement could be recognized within a team, group, business or organization	SO5 AC1 Explain the importance of praise and recognition with examples SO5 AC2 Explain possible systems for recognizing achievement at a team level and devise a plan to implement recognition
SO3 AC3	Discuss the importance of listening as a motivation factor Indicate what the effect could be if a team leader does not listen effectively to the team or the individual members	
SO3 AC4	List ways in which a team could be motivated (e.g. communication, self -evaluation etc.) and in practice (e.g. 'brag sessions', workplace enhancement, incentives etc.) Discuss how members could be involved in decision making as a means to obtaining commitment	





2.1 Motivating factors (so3 ac1-4)

What are motivating Factors?

They are the drivers of human behavior related to the central nature of the work, but not necessarily to the immediate surrounding circumstances or environment in which the job takes place. Motivating factors include information, achievement, advancement, autonomy, personal growth, recognition, responsibility, listening abilities, responsibility, and the work itself.

Read more: <http://www.businessdictionary.com>

Let us look a bit deeper into some the Motivating factors

2.1.1 The two most important motivating factors are recognition and responsibility (SO3 AC2)

Recognition means being appreciated, being treated with respect and dignity, and feeling a sense of belonging.

Responsibility gives a person a feeling of belonging and ownership. The employee becomes part of the bigger picture. Responsibility gives a person a feeling of belonging and ownership. The employee becomes part of the bigger picture.

RELATED ARTICLE

Praise in public, reprimand in private!

Staff feel undervalued by lack of recognition

Only a quarter of employees believe they receive enough praise in the workplace although 72% of staff think it is important to be acknowledged for the work they do.

According to research from leadership coaching firm White Water Strategies, two thirds of staff feel under valued by not hearing the words 'thank you' enough from their employer.

Bosses in London thank their employees the most for a job well done (30%), while 39% of staff in Scotland feel they do not receive enough thanks.

Overall, 72% of staff feel it is important that senior staff thank them personally and a mere 3% of employees do not feel that it is important to say 'thank you'.

Averil Leimon, director of White Water Strategies, said: "It is not a question of being nice- saying 'thank you' fundamentally affects the bottom line. Staff are primarily motivated by two key areas- financial reward and a happy working environment. Our analysis shows that acknowledging staff achievements properly has the equivalent perceived value of a 1% pay rise. Looking at current employment figures, that translates to [a] £5.2bn saving for UK business."

www.employeebenefits.co.uk

Just under two-thirds of employees (62%) believe they are adequately rewarded for their contribution at work, according to research by the Roffey Park Institute. However, the company's Management agenda 2006 survey showed that just 33% of employees polled were motivated by financial rewards and perks. Recognition by others scored much more highly - 64% said this was their greatest motivator. More than half (57%) reported that they would like to have more flexible working patterns. However, while senior management's commitment to work-life balance is increasing, 43% said they

don't take this view. This is perhaps unsurprising when 93% of organisations reported that they do not measure the business benefits of flexible working.



Group discussion (SO3 AC2)

Discuss in your groups a situation in your career that you can recall where you were recognised. How did you feel and why did you feel like that?

How did this motivate you?

2.2 Information as a motivational tool (SO3 AC1)

There is a saying that **'KNOWLEDGE IS POWER'** however, the following poses more true:

"Knowledge isn't power until it is applied."

~ Dale Carnegie

Team Leaders can empower their members by imparting information to them.

This information could turn into a powerful tool of motivation if the team members can be lead to use or apply this information to enhance a team's performance to **'powerful'**

Team members feel empowered when they are aware and informed. The surprise element does not motivate team members; it rather makes them feel inadequate and not trusted.

2.3 Motivating Employees by Using Effective Listening Skills

Perhaps the most powerful of all leadership techniques for motivating employees is effective listening. Learning to practice your listening skills until it becomes a habit can do more to improve your relationships at work and at home than perhaps any other single behavior.

Effective listening is essential to motivating employees. If you think about it, you always listen to someone who you value. You listen when your boss speaks to you. You listen when someone who you look up to and respect speaks, or speaks to you. The more important the other person is, the more you hang on every word, and the more influenced you are by what they say.



One of the big mistakes that managers make, because they are in a position of control and power, is that they dominate the conversation. They don't use their listening skills. They interrupt people and complete their sentences. They ignore what people have said and rush in to make their own points. They override the arguments of others because they have the power to do it.

But every time you fail to use listening skills and withhold your close attention from another person when they are talking, you make them feel valueless and unimportant. You start to create a negative downward spiral that can lead to unhappiness and disaffection in a workplace.



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2.4 More general Techniques to motivate a team

1. **Involve them.** Many employees want to be involved in the ongoing development and progress of their company. Plus, they often have insightful ideas that can make a significant difference in the company.
2. **Communicate.** A frequent axiom in business is, “No news is good news.” However, employees want regular updates on the progress of the business and their personal performance. Use memos, email, telephone, and one-on-one and group meetings to keep your team apprised of changes, updates, new products, etc.
3. **Celebrate individual and team performance.** Catch people doing something right and focus on recognizing excellent performance. Provide positive reinforcement, issue awards, use a corporate newsletter to highlight specific achievements. Send thank-you cards and congratulatory notes, make phone calls, and send emails.
4. **Set challenging goals.** My experience has taught me that people strive to achieve what is expected of them. If you set challenging goals your team will work hard to accomplish them, providing of course, they are realistically attainable.
5. **Give them the tools to succeed.** No team will stay motivated if they do not have the necessary tools required to do their job. This includes; equipment, internal support, inventory, marketing materials, training, etc.
6. **Manage poor performance.** Your team expects you to manage individuals who do not perform to standard. However, many managers ignore these situations because they are afraid to deal with them, hoping instead that the situation will resolve itself. It never does and this “blind” approach affects profitability, causes higher turnover, and generates low morale.
7. **Believe in your people.** The majority of people want to do well – very few individuals approach a job with the intent of messing up. Yet, many managers run their business thinking that employees must be treated with a “watchdog” mentality. They install hidden cameras, monitor email, and set up procedures that require employees to get multiple approval signatures for decisions.

2.5 Team decision making (SO3 AC4)

While many of the decisions we make on a daily basis are quite simple, some are not.

These decisions may involve integrating a large amount of information, exploring many different ideas, and drawing on many areas of team experience.

The consequences of the right or wrong decision may be profound for the team and the organization.



So, should leaders be decisive, think the issues through on their own, and take firm action?

In some cases, no

There's a limit to how much information any one individual can process, and a limit on how many perspectives one person can see. Many decisions need full group participation to explore the situation, provide input, and make a final choice. As you've probably seen, groups can often make better decisions than one person operating on his or her own. This is one of the main reasons that good companies have boards, to which important decisions are taken.

What's more, many decisions need "buy-in" from the people affected by them if they're to be implemented successfully, and it's hard to get this buy-in if people haven't been involved in the decision-making process.

The problem is that when you bring other people into the decision-making process, you need to approach decisions differently. These approaches vary, depending on a number of different factors, including:

- The type of decision
- The time and resources available
- The nature of the task being worked on
- The environment the group wants to create
- The amount of buy-in needed

Understanding why and how best to organize decisions for your team is an important skill.

Here are some key tools that you can use when you want to involve your whole team in the decision-making process.

2.5.1 The Challenge of Team Decisions

Using team input is challenging, and it takes preparation and time. As the saying goes, if you put three people together in a room, you'll often get four opinions. People can often see issues differently – and they all have different experiences, values, personalities, styles, and needs. Team decision-making strategies should therefore be used when you want to get participation and achieve consensus.



When time is of the essence, a good decision is one that's made quickly. That doesn't usually happen with full team decision making. And when one or two people have the necessary expertise to make the decision, it doesn't make sense to involve the whole team – the experts provide most of the input and make the final choice anyway.

However, where the situation is complex, consequences are significant, commitment and buy-in are important, and where team members can work together maturely, team decision making is often best.

2.5.2 Team Consensus Methods

When your whole group needs to be involved in the process, you need to explore consensus decision-making models. With these, each team member has the opportunity to provide input and opinions. All members discuss alternatives until they agree on a solution.

With consensus, there's often compromise. Not everyone gets everything they want out of the final decision. However, because everyone has fair input, the decisions reached are often ones that all can live with.

2.5.3 Let's look at a few team decision-making strategies.

Ensuring Participation

A consensus decision depends on hearing everyone's opinion. In a team situation, that doesn't always happen naturally: assertive people can tend to get the most attention. Less assertive team members can often feel intimidated and don't always speak up, particularly when their ideas are very different from the popular view.

The Stepladder Technique can help you manage these differences. Each team member thinks about the problem individually and, one at a time, introduces new ideas to the group leader – without knowing what ideas have already been discussed.

After the first two people present their ideas, they discuss them together. Then the leader adds a third person, who presents his or her ideas before hearing the previous input. This cycle of presentation and discussion continues until the whole team has a chance to add their opinions.

The benefit of this process is that everyone feels heard and acknowledged. Once all of the ideas have been presented, the team can look at ways to narrow the options down, and make a decision.

Once the decision is then made, the team will feel part of the process or project and the team leader should have the necessary buy in from the team.



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ACTIVITY 2

(SO3 AC1-4)

Read the following article on Motivating a Team and then answer the related questions with reference to the article as well as to the information in this topic.

Motivating Employees by Applying Listening Skills

Written By [Brian Tracy](#) | [Leadership Success](#) | September 4th, 2012 | [3 Comments](#) »

When I hold my **staff meetings**, everyone on the staff is an agenda item. We go down the list and each person is invited to bring us up to date with what he or she is doing, the problems he or she is facing, and what he or she is working on for the future.

As a young manager, I used to use staff meetings as an opportunity to hold forth with my “fascinating ideas, opinions, insights and advice.” Other people seldom had a chance to speak. Eventually, people would sit quietly at the staff meetings, give a one or two word answer when they were called upon, and then leave the room quietly when the staff meeting was over.

It eventually dawned on me that I was abusing my position. Not only that, I was wasting the time of my staff and diminishing their effectiveness in their jobs. I decided to do an about turn and instead of interrupting, I would say less, use more effective **listening skills**, and pay much closer attention when people spoke.

Now, when someone is speaking, I put everything aside, lean forward and apply effective listening skills to the person who is speaking. I nod, smile and encourage them to continue to express themselves. I will then ask them questions to expand on what they just said. When they mention something they have done, I will always compliment them and praise them in front of the other people. **Effective listening** is one of the greatest techniques for motivating employees. As a result of paying careful attention to each person, everyone is eager to get their chance to speak and share their experiences and ideas with the others. At the end of each staff meeting, everybody is happy and full of energy. They are all smiling, laughing, and talking with each other. They are all energized and eager to get back to work.

Every executive who has started using this style for motivating employees has been astonished at the improvement in motivation, morale and energy of their team members. And all it takes is a decision on your part to withhold your fascinating commentary and instead use effective listening skills.

2.1 Explain how the manager in this article used good listening skills as a motivation tool.

2.2 When looking at this manager’s strategy, the outcome of his ‘about turn’ approach also contributed to the **recognition aspect towards motivation**. Explain how he did this.

2.3 Describe how you think this manager's team members felt as individuals before he decided to change his strategy and then describe how they felt during and after meetings when he started to implement his new strategy

2.4 Given the way this manager has started to pay attention to his team members in the way that they communicate, how do you think this team manager implements decision-making?



TPOIC 3



OUTCOMES TO BE ACHIEVED IN THIS TOPIC

SO 2: Applying the theories of motivation

LEARNING OUTCOMES

<p>SO2 AC1</p>	<p>LO1: Research 2 theories of Motivation and complete the following: Summarize the 2 theories from retrieved research documents Range for theories: Maslow, ERG theory: Alderfer Need-achievement theory: McGregor Cognitive dissonance theory: Festinger Hygiene or Two-factor theory: Herzberg Expectancy Theory: Vroom</p> <p>LO2: Document a comparison of the 2 selected theories to clarify the similarities and differences</p>
<p>SO2 AC2</p>	<p>Apply the two researched theories to a particular team</p> <p>Decide which theory applies best to the particular team</p>
<p>SO2 AC3</p>	<p>Compile an Action Plan to motivate a particular team based on one of the researched theories</p>



3.1 Introduction

For years people have been fascinated by the fact that different things motivate different people. We are now going to study a few theories of motivation.

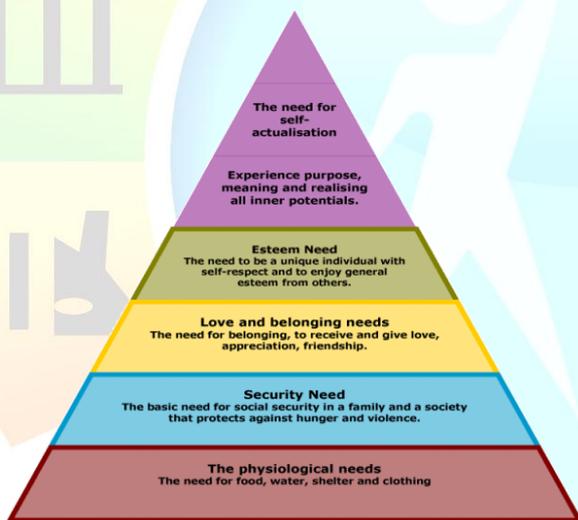
Remember these theories are the views of different people. You may not fully agree with one, but probably find something you believe in every theory.

3.2 Motivational Theories (SO2 AC1)

Motivational theories can be divided into:

1. Need theories: focus on needs
2. Goal setting theory: clear goals lead to higher levels of productivity
3. Reinforcement theory: predicting factors like quality and quantity of work
4. Equity theory: focus on eliminating inequalities
5. Expectancy theory: focus on performance variables

Figure 2: Hierarchy of needs theory: Maslow



Maslow developed a “hierarchy of needs” or an order of needs that need to be fulfilled in each person. If a manager embraces Maslow’s hierarchy, he/she will motivate employees, keeping the order of needs in mind.

The hierarchy of needs is shown below:

1. *Self actualization* – need to grow and use abilities to the fullest; highest need
2. *Esteem* – need for respect, prestige, and recognition from others as well as self-esteem and personal sense of competence
3. *Social* – need for love, affection, and belongingness in one’s relationships with others
4. *Safety* – need for security, protection, and stability in the personal events of everyday life
5. *Physiological* – most basic of human needs; need for food, water, and sustenance



Using this theory, managers can use the hierarchy to motivate people by satisfying the most important needs.

The theory can be summarized as follows:

- Human beings have wants and desires which influence their behavior; only unsatisfied needs can influence behavior, satisfied needs cannot.
- Since needs are many, they are arranged in order of importance, from the basic to the complex.
- The person advances to the next level of needs only after the lower level need is at least minimally satisfied.
- The further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show.

ERG theory: Alderfer

Clayton Alderfer, expanding on Maslow's hierarchy of needs, created the **ERG theory** (existence, relatedness and growth). Physiological and safety, the lower order needs, are placed in the existence category, while love and self-esteem needs are placed in the relatedness category. The growth category contains our self-actualization and self-esteem needs.

Need-achievement theory: McGregor

David McClelland's **achievement motivation theory** envisions that a person has a need for three things, but differs in degrees to which the various needs influence their behavior: need for achievement, need for power, and need for affiliation.

Cognitive dissonance theory: Festinger

Suggested by Leon Festinger, this occurs when an individual experiences some degree of discomfort resulting from an incompatibility between two cognitions. For example, a consumer may seek to reassure himself regarding a purchase, feeling, in retrospect, that another decision may have been preferable.

Another example of cognitive dissonance is when a belief and a behavior are in conflict. A person may believe smoking is bad for one's health and yet continues to smoke.

Motivation-Hygiene or Two-factor theory: Herzberg

Frederick Herzberg's two-factor theory, intrinsic/extrinsic motivation, concludes that certain factors in the workplace result in job satisfaction, but if absent, lead to dissatisfaction.

He distinguished between:

- **Motivators;** (e.g. challenging work, recognition, responsibility) which give positive satisfaction, *and*
- **Hygiene factors;** (e.g. status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in demotivation.

The name Hygiene factors is used because, like hygiene, the presence will not make you healthier, but absence can cause health deterioration.

The theory is sometimes called the "Motivator-Hygiene Theory."

Asking workers what motivated them, he ascertained that the main things were a 'job well done', a feeling of being appreciated, trust, responsibility and specific rewards, such as being promoted. Certain conditions, which Herzberg called 'hygiene' factors, were de-motivators if they were missing or inadequate. Pay and working conditions are two of the main ones, meaning that satisfactory surroundings are not necessarily motivators, but inferior environments are certainly de-motivators.

Expectancy theory: Vroom

This theory of motivation was put forward by Victor Vroom. It examines motivation from the perspective of why people choose to follow a particular course of action.

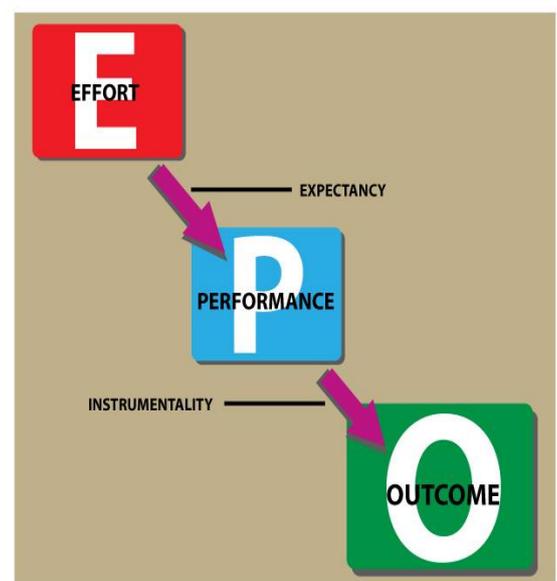
Yale Professor, Victor Vroom, originally brought the ideas of Expectancy Theory into the Industrial/Organizational realm. Vroom theorized that the source of motivation in Expectancy Theory is a "multiplicative function of **valence, instrumentality, and expectancy**". These three components will be discussed in detail in this section.

Expectancy Theory Overview

Expectancy Theory is a motivational theory which explores the reasons as to why people make the decisions they make. This theory is built upon the idea that motivation comes from what the person believes they will get what they want in the form of performance or rewards. Expectancy Theory suggests that people make conscious decisions about their performance and are motivated to be more productive when they believe their expectations will be realized.

Expectancy Theory Components

There are three components of Expectancy Theory: **valence, instrumentality and expectancy**. Expectancy is based upon a multiplication of all three of these components.





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You're Only as Motivated as the Weakest Link

The Expectancy Theory is based on the premise that motivation occurs when three specific conditions - effort, performance, and outcome - are satisfied.

Think of motivation as a chain where each link represents a condition, and the intersection of each link represent its components – expectancy, instrumentality and valence. A person *expects* their **effort** to result in satisfactory **performance** (expectancy). When their **performance** is believed to result in a perceived or expected **outcome**, their performance level will be considered *instrumental* to the outcome (instrumentality). Finally, a person will place subjective *value* on their belief about the **outcome** (valence). This value will determine how satisfactory the outcome is to them. When these conditions are met, a “motivational force” occurs which exerts internal pressure on an individual to be motivated.

Like a chain, the chain's ability to hold together is subject to its weakest link. If any one link is broken, motivation does not occur. Likewise, if any one link is weakened, motivation is weakened.

Expectancy is the belief that output from the individual and the success of the situation are linked, e.g. if I work harder then this will be better.

Instrumentality is the belief that the success of the situation is linked to the expected outcome of the situation, e.g. it's gone really well, so I'd expect praise.

At first glance this theory would seem most applicable to a traditional-attitude work situation where how motivated the employee is depends on whether they want the reward on offer for doing a good job and whether they believe more effort will lead to that reward.

However, it could equally apply to any situation where someone does something because they expect a certain outcome. For example, I recycle paper because I think it's important to conserve resources and take a stand on environmental issues (valence); I think that the more effort I put into recycling the

more paper I will recycle (expectancy); and I think that the more paper I recycle then less resources will be used (instrumentality)

Thus, this theory of motivation is not about self-interest in rewards but about the associations people make towards expected outcomes and the contribution they feel they can make towards those outcomes.

This theory allows for non-motivation, or simply for someone to be unmotivated. It questions the assumption that people know or feel that action leads to result. For many people action does not lead to desired result in their lives, so it is critical for any theory to take this into account.

Other theories, in my opinion, do not allow for the same degree of individuality between people. This model takes into account individual perceptions and thus personal histories, allowing a richness of response not obvious in Maslow or McClelland.



ACTIVITY 3 (SO2 AC1)

Complete the following questionnaire in your Learner Workbook. Rate the factors on a scale of 1-5 according to how important it is to you:

- 5=Very important
- 4=Somewhat important
- 3=Average
- 2=Not so important
- 1=Not important

An interesting job		A good boss	
Recognition and appreciation for the work I do		The opportunity for advancement	
A satisfying personal life		A prestigious or status job	
Job responsibility		Good working conditions	
Sensible company rules, regulations, procedures and politics		The opportunity to grow through learning new things	
A job I can do well and succeed at		Job security	

Scoring

This questionnaire taps the two dimensions in Herzberg’s motivation-hygiene theory. To determine if hygiene or motivating factors are important to you, place the numbers 1-5 that represent your answers below.

Hygiene factors score	Motivational factors score
2. ___	1. ___
5. ___	3. ___
6. ___	4. ___
8. ___	7. ___
9. ___	10. ___
12. ___	11. ___
_____ TOTAL _____	

Total each column. Did you select hygiene or motivators as being most important to you?



ACTIVITY 4

Research Activity (SO2 AC1)

(Formative Mark: 20)

Research any two theories of motivation that you have become known to in this topic and collate your research outcomes.

You can list the websites, books and other resources and give a few pages of printouts with highlighted areas as evidence of your research. (5)

Thereafter, answer the following application questions

- 4.1 How motivated is the team members in your store? (2)
- 4.2 According to the theories you have chosen, list at least four actions that motivates employees (4)
- 4.3 How do you experience this in the workplace? (3)
- 4.4 What should you do to improve their motivation? (3)
- 4.5 Which of these two theories is more applicable to your workplace and Why? (3)

4.6 You are required to COMPARE the two theories that you have chosen to research. Insert the requested information into the table below to depict your comparison



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THEORY 1: _____

THEORY 2: _____

SIMILARITIES	DIFFERENCES



TOPIC 4



OUTCOMES TO BE ACHIEVED IN THIS TOPIC

SO 4: Provide Feedback to a Team

On completion of this topic you will be able to:

SO2 AC1	Identify and convey information to a team in order for the team to do a task well	SO6 AC1 Analyze tasks that are allocated to the team Make suggestions as to how the individual team members can be given responsibility for their own achievement
SO2 AC2	Discuss ways in which a particular chosen team's performance could be managed	SO6 AC2 Analyze the aspects of team performance that are supervised by the junior manager Indicate which aspects could be better handled by the team
SO2 AC3	Design an exercise to encourage the chosen team's members to reflect on the team's performance Implement the exercise with a particular team/group	
SO2 AC4	Discuss the actions that the chosen team's team leader could take to improve the ways in which the team members measure their performance	
SO2 AC5	Design a management process that makes provision for feedback from the team members to the manager (Team Leader) for the chosen team	



4.1 Convey information and give instructions

The first step towards teamwork is to give accurate and timely instructions to your team members. When you are giving instructions to your team ensure you follow the step-by-step approach mentioned below.

1. Plan based on "What your team must be able to do as a result of your instructions?"
2. Organize the instructions in a form of a flowchart this will help your team members follow the exact sequence in which the activity needs to be carried out.
3. Develop checklists and templates that will enable your Team in carrying out what has been instructed.
4. Schedule a meeting with your team
5. During the meeting first state the objective, importance and the scope of the meeting.
6. Describe the process flowchart in detail.
7. Give information on any additional inputs that will help your Team in performing each task.
8. Give inputs on resources needed to perform the task like, equipment, tools, templates, etc.
9. Once you finish giving the instructions ask someone to repeat the instructions and tell them to explain how they will carry it out
10. Confirm if your team has understood the instructions.

4.2 Managing and improving team performance (SO4 AC3 & 4)

Coaching to improve team performance will mean different approaches for different teams and different people. What works for one team may not necessarily work for another.

Effective working relationships are built by understanding team members' needs, preferences, and styles of work. By helping people understand their own styles and appreciate the different styles of others, you can work with them to change their behaviors and use everyone's strengths.

The process of improving team performance takes time, and it may involve looking deeper than team processes. Organizational systems – such as reward and recognition, performance management, and training – may need to be addressed as well.

However, the end result of this work is usually well worth it; improved collaboration and communication will benefit the organization as whole.

As a coach, your role is to bring team members together to discuss their individual profiles and help them find ways to work together.

For example, if Sally knows that George is shy, she'll have a better appreciation for why he prefers to do tasks independently. Rather than assume he's just not interested in working with her, Sally can focus instead on finding ways to relate to George on his terms. Likewise, when George realizes that



social acceptance is important to Sally, he can make an effort to be more friendly and interested in what she's doing.

With a greater level of understanding, team members begin to see one another differently. This allows them to adjust their own behavior for better results, and they're able to interpret others' behavior with more insight and empathy.

From the above discussion you will note that team performance management or coaching is not the regular team building exercises where you 'play' together to get to know each other and the dynamics of the team that you are in.

No, team management is much more. It is knowing your team and assisting that team to know each other and enabling them to work together and achieve targets as a team and not just as individuals

4.3 Team reflection (SO4 AC2)

To attain optimum productivity in **team** projects, it is critical that team members spend some portion of their time thinking critically about the effectiveness of their work as a team.

Team reflection is a **process** in which team members bring closure to their work or learning experience, and focus on ways to increase future learning and **performance**. Ideally this should use no more than 5% of a group's actual performance time. Ideally team reflection uses an **assessment-oriented** approach, analyzing personal and team happenings against important criteria, and producing action plans that can add value to future performances.

Nature of Reflective Practice

What separates humans from animals is our ability to examine our world carefully, to think about our surroundings, and to think about our own thinking. Thinking about what we were thinking, doing, or feeling is known as critical thinking or reflection (Chaffee, 2004).

Experts tell us that when we reflect, we must allow space (with no distractions), silence, and time to ponder and to self-assess (Ferrett, 2006). Reflection is a cornerstone of purposeful learning and of critical thought.

Donald Schön distinguishes between two different types of reflection:

reflection-in-action* and *reflection-on-action

Reflection-in-action is "thinking on our feet." We observe our experience, paying attention to what might be unfolding, connecting with our feelings, and building new understandings to inform our actions in that experience.

Reflection-on-action involves thinking about our experience after it has happened, to think about why we acted as we did during the experience, to consider what was happening individually or in a group, and to explore circumstances that might have been present.

Reflective practice, whether it is in action or on action, should become a habit, structure, or routine for examining individual and group experiences. It can vary in depth, frequency, and length depending on its purpose.

4.4 Team performance and feedback (SO4 AC5)

Team performance must be measured on a regular basis and feedback must be provided to the team. An action plan to improve must be agreed on and the team must work towards a common goal. The team must also be encouraged to provide feedback to the team leader.

4.4.1 General Feedback

Constructive feedback focuses on:

- The standards against which the employee is being measured.
- How the employee is doing in relation to the standard.
- If necessary, what changes the employee needs to make in order to meet the standards.
- How long it will take to meet the required standards.
- What support can the team member expect from you?

Words to use: Fantastic.....
Well done.....
Excellent.....

.....must be linked to the actual performance of the team member, in other

words: specific feedback.

Constructive feedback is given both verbally and non-verbally through body language. As a team leader you have to ensure that your body language is congruent with what you are saying as the employee will believe your body language first.

4.4.2 Destructive feedback

Destructive feedback is negative criticism that is detrimental to the developmental progress of the employee. It leaves the team member feeling demotivated and lacking in confidence to build, change or improve their performance and change their behaviour.

Destructive feedback occurs when:

- Feedback is only given when things go wrong.
- There are no agreed standards against which to measure the performance.
- No plan for development exists.

Comments are generalized and subjective and the focus is on personal traits and attributes instead of specific performance.

Feedback sandwich





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+ - + = feedback

4.4.3 Tips for providing feedback

1. Collect, organize and evaluate all evidence that needs to be considered before making a judgment on the competence of an employee.
2. Communicate your own feedback in a culturally sensitive manner, keeping in mind:
 - Language preference
 - Literacy and numeracy levels
 - Age
 - Gender
 - Cultural background and values
3. Be assertive and address serious problems immediately
4. Plan carefully
5. Feedback must be specific and relate directly to the performance, NEVER the person
6. Give clear guidance and draw up an action plan
7. Use the sandwich approach
8. Ensure the venue and time is appropriate
9. Let the employee have the first say, very often they realise their own shortcomings
10. Be specific
11. Give the employee time to think and respond
12. Keep to the standards



(SO4 AC2, 5)
Total Marks: 20

SECTION A

(10)

Reflect on the team that work in and answer the following questions.

1. What information is available in your workplace to indicate how well the team is performing? (2)
2. How often does the team review their performance as a team and agree on performance targets for the team? (2)
3. How do you measure performance of your team? (2)
4. What can you, as the leader, do to ensure members measure their own performance in the team? (2)
5. Is the above currently effective and sufficient? How can you improve on this? (2)

SECTION B:

6. **Design a management process** that makes provision for feedback from the team members to the manager on a regular basis.

Complete the following tasks to ensure that you cover all the components of the management process:

- 6.1 Your Management Process must be documented under the following headings:
 - 6.1.1 Purpose of the Management Process (2)
 - 6.1.2 The Role Players (2)
 - 6.1.3 The Frequency and Timelines for discussions/evaluations to take place. (2)
 - 6.1.4 The Corrective Action Plan and how you will **document** and then **implement** and **monitor** it (3x2=6)
 - 6.1.5 **An instrument** to assist you to document the discussions during the evaluations. Insert a template of your instrument into the Learner Workbook. (5)

NOTE: ALL the listed points and points that you feel need to be fed back on in your work environment must be apparent in your written plan as well as the instrument template that you will design for 6.1.5

Here follows an example of such an instrument:

	☹	☺	☺	Suggested Corrective Action/Comments
Front of House Management				
Coherence in the team				
Fidelity Services				
Team Spirits and motivational levels				
Shrinkage levels and the team's attitude towards it				
Team Productivity				
Team involvement in decision-making				

- 7 How would you use the feedback received in such an instrument? (3)
- 8 Refer to the **Workplace Logbook**; **IMPLEMENT** the management process that you have designed.

4.5 Conclusion Story

A group of frogs were travelling through the forest, And two of them fell into a deep pit. All the other frogs gathered around the pit. When they saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump out of the pit with all of their might. The other frogs kept telling them to stop, that they were as good as dead.

Finally, one of the frog took head to what the other frogs were saying and gave up. He fell down and died. The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out.

When he got out, the other frogs said: "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

This story teaches three lessons: There is power of life and death in the tongue. An encouraging word to someone who is down can lift them up and help them make it through the day.

A destructive word to someone who is down can be what it takes to kill them. Be careful of what you say. Speak life to those who cross your path.

You can do whatever you set your mind to. Just do not let others make you believe you can't.

Conclusion

Empower your team, let them feel part of the decision-making, encourage them to provide the ideas for improvement, listen to them and praise them!



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