Motivation and Engagement

Team Leaders’ Toolkit

As an organisation we are often asking ‘what can I do to motivate my team?’ or ‘how can I engage this individual, when they’re clearly not interested?’

The truth will come as no surprise that there is no one answer that fits all. Rather, employee motivation and engagement are unique to each individual and situation and should be dealt with accordingly.

That’s not to say that there aren’t some useful approaches to employee motivation and engagement which can be applied universally for the benefit of all.

This toolkit is designed to take you and your team through some current thinking on workplace motivation, understand why employee engagement, in particular, is important in our organisation and begin to identify what’s important to individuals so these can factored in and not forgotten in times of change etc.

***“Highly engaged employees make the customer experience. Disengaged employees break it.”***

Timothy R. Clark, The 5 Ways That Highly Engaged Employees are Different

**Facilitator Notes**

The purpose of the toolkit is to facilitate an open and honest conversation around motivation and engagement and what this means for the individuals in your team and your team as a whole.

By understanding individual motivations you can begin to factor these in to ensure, as far as possible, these are ‘recognised’ and ‘rewarded’ as such. You can also use the information available to plan how you communicate and get people involved in any change/ project which may impact on them.

As a facilitator you may find the following points useful when planning your session:

* Give delegates advance warning about the purpose of the session and what they can expect
* Ask open questions as much as possible to tease out opinions
* Allow for emotions to surface – don’t be tempted to shut them down
* Reference the organisational behaviours of respect, professionalism, communication and customer focus to keep conversations constructive
* Give the team accountability for actioning the outcomes – it is something you all own and have responsibility for.

To maximise the effectiveness of this session, you will need the following resources:

* Flipchart, paper and pens
* Post-its
* Blue tack
* Laptop and projector
* Accompanying PowerPoint presentation

**Setting the Scene**

* **PPT Slide 1**

Introduce the session by outlining the reason(s) why you’re running it. Be clear and honest about:

* the purpose of getting together
* what you hope to get out of the session
* what you hope others will get out of the session
* what next steps will be.

You might also find it useful to give a brief overview of what the session will look at, specifically:

* why motivation and engagement is important for the organisation and the team
* the difference between motivation and engagement
* what motivates us at work and why it’s important to know that
* a couple of recent theories on motivation.

The session is designed to last no more than 1.5 hours, however, you may want to factor in more time if you have a chatty team and/or build in a team lunch to add to the experience.

**What motivates you?**

Set-up: Prepare two flipcharts in advance one titled ‘Motivated’ and the other ‘De-motivated’ and pin up around the room.

The purpose of this session is to get people thinking about motivation, what being motivated is and what it means for them.

* **PPT Slide 2**

Start by asking individuals to …

* “think about a time when you’ve been really motivated at work “
* have them brainstorm what made them feel that way (or why this was)
* flipchart responses

It’s useful at this stage **to reflect back and discuss some of the points raised.**

* Highlight any similarities and differences and explain that this is very normal as people tend to be motivated by different things
* Stick the flipchart to the wall so it’s easily seen and can be referenced at a later stage in the session.

**(Optional)**

It might be useful at this time to introduce the theory of **Intrinsic and Extrinsic motivation**. Based on over 50 years of empirical evidence in Psychology, 30 years of evidence in companies and a few years of Neuroscience research – studies have shown that extrinsic motivation (see below) is only useful for tasks that don't require any creative thought whereas engaged employees are more likely to be intrinsically motivated.

**Intrinsic** = factors which are driven from within eg ‘makes me happy’, ‘enjoy work’, ‘job satisfaction’. These tend to be factors which can be self-maintained and are therefore often seen as a greater source of motivation than extrinsic factors.

**Extrinsic** = factors which are driven by the external environment eg salary, reward and recognition, environment, colleagues, line manager etc. These tend to be factors which are controlled by others and tend to de-motivate people if they are not present/at the level expected.

* **PPT Slide 3**

**Discuss these two types of motivation as a group.** The following questions might help to generate some discussion

* Which of the factors do they have more control over?
* What does it means for them as an individual?

Where possible, link back to the outcomes of the first activity by identifying the intrinsic and extrinsic factors.

**Introducing SCARF**

The purpose of this session is to introduce some current thinking on employee motivation at work. Looking specifically at the SCARF model, developed by David Rock, this will get people thinking even more clearly about what’s important to them at work and what needs to be changed within the workplace.

Start by recapping what you’ve already covered – namely beginning to identify the types of things that motivate you at work.

If you looked at the intrinsic/extrinsic piece, it’s worth reinforcing that, depending on the situation and where the person is at, sometimes the external factors will be more important than the intrinsic factors. The difference that makes the difference in terms of engagement and motivation and people choosing to do more at work/stay in a job etc tends to be driven internally.

Next, explain a bit about the SCARF Model. The following might be useful as a guide if you’ve not read the book!

David Rock, a neuroscientist (who wrote the book ‘Your Brain at Work’), has spent years examining what really motivates us at work in the 21st Century.

He subscribes to the view that there are 5 factors which can motivate or de-motivate people at work and that manager’s or other people can create a ‘reward response’ or ‘threat response’ to each of these factors, where a:

**Reward Response:** where people feel they are being recognised/ rewarded for something, it generally makes an individual/team feel good; it encourages and provides motivation in itself. For example, a ‘Status’ reward response may be to invite an individual to meetings with senior staff, involve them in strategic projects etc.

**Threat Response:** where people feel they are losing something or a threatened by the removal of something they are used to or conversely, by the introduction of something new. For example, a ‘Status’ threat response might be to change an individual’s job title or team name, to change reporting relationships or even to ask ‘the go-to’ person to share their knowledge with others in the team.

Now introduce the 5 factors and explain what they mean.

* **PPT Slide 4**

**Status (can be intrinsic and extrinsic)**

This relates to people’s position in relation to others such as their peers, colleagues, manager, friends and associates. It can be affected by public recognition, public criticism, job title, salary and softer factors like having an office versus having a cube, being invited to key meetings and so on.

**Certainty (typically extrinsic but can be intrinsic if driven by internal feelings)**

The more certainty people have the more the threat caused by uncertainty reduces. This is why managing change has been one of the most challenging skills that leaders have had to learn in the modern workplace. Change creates uncertainty and, therefore, is perceived as a threat which in turn can lead to de-motivation and a lack of productivity. It follows that the more certainty a leader can create for staff, the greater the reduction in people’s threat levels that is caused by perceived uncertainty.

**Autonomy (extrinsic)**

People generally find the freedom to make their own choices motivational.  The less control people have over their own destiny, the higher their level of de-motivation. Even giving people control over how they plan their day or manage their workload can have a dramatic effect on motivation levels.

**Relatedness (intrinsic and extrinsic)**

The quality of people’s interactions with others has a direct effect on their level of motivation. This can include someone’s relationship with their boss, with other team members, with other people within the organisation and customer/providers/

stakeholders as well as their social relationships.

**Fairness (intrinsic and extrinsic)**

From an early age our sense of fairness is developed and honed. You just have to look at sibling rivalry to see this sense of fairness played out in the social world. At work, people’s sense of whether they are being treated fairly has a direct effect on their level of motivation. Moreover, if a staff member perceives they are being treated unfairly it is likely to have a significant de-motivational impact.

In summary, people may be motivated by

* holding a certain position within an organisation
* being well informed about everything
* having the ability to influence decisions and manage their own work
* having a good relationship with others
* being treated fairly

Explain that everyone has an overriding preference for one of these and they can be instrumental in motivating or de-motivating you at work

**Activity 2: Applying SCARF to You**

Set-Up: write the 5 SCARF factors on a flipchart

1. Divide the group into pairs. Ask each pair to take no more than 5 minutes to discuss how far, or otherwise, they relate to the SCARF model and which, if any, of the 5 factors they feel the biggest pull towards – ie what’s most important for them.
2. After the 5 minutes are up, ask the groups to feedback their thoughts on the model – do they agree that these are the main factors which motivate people? Discuss the different views before moving on.
3. Ask individuals to shout out which of the 5 factors they most related to/was most important for them and record this on a flipchart (5 bar gate). This will give you a team profile against the factors. If useful, you could make the link between the SCARF factors and individuals’ motivators identified during Activity 1.
4. Discuss as a group what the team profile means for keeping the team motivated on a day to day basis? What changes could be made to the way the team currently operates to accommodate these motivations? What actions could be taken by individuals/ team leader to ensure these remain a ‘reward’ response and not a ‘threat response’?

**Understanding the Business Case**

The purpose of this session is for the team to be aware of and understand that there is a sound business case for improving employee motivation and engagement.

So why is employee motivation and engagement important for the Council?

**“Highly engaged employees make the customer experience. Disengaged employees break it.”** -Timothy R. Clark, The 5 Ways That Highly Engaged Employees are Different

Studies have shown if you have a happy employee, productivity increases (23%) and customer satisfaction increases (35%). So from a council perspective, if we get it right and employees are motivated, we’ll not only improve our performance and productivity, we’ll also increase our customer satisfaction – which at the end of the day, is the reason we exist as an organisation – to deliver and meet our customers’ needs.

So a **Happy employee** = **increased productivity + Happy customer**

Discuss this business case:

* Does it stack up?
* How are we doing as an organisation currently on the motivation/engagement side?
* How are we doing as a team?

Close this session by summarising the outcomes of the discussion and identifying any actions that the team might usefully do in this area.

**Introducing DRIVE**

Set-up: open the presentation and view the DRIVE slide – this has a link which will access and play the DRIVE video

The purpose of this session is to introduce another theory of motivation at work, based on current research and again get people thinking about what makes the difference for them.

Start by recapping on what you’ve already looked at – ie we’ve looked the SCARF model – and this is only one of many. Another model which has recently appeared also focuses on motivation at work.

Developed by Dan Pink, who wrote “Drive – the surprising truth about what really motivates us at work” – this model is based on current research from across the globe, the results of which may be surprising to some.

* **PPT Slide 5**
* **Play DRIVE Video (click middle of black area)**

**In the group, discuss:**

* What’s your first impressions of the video?
* What key principles did you take from it?
* **PPT Slide 6**

Explain that Dan Pink distils workplace motivation into 3 factors:

|  |  |  |
| --- | --- | --- |
| **Autonomy** | **Mastery** | **Purpose** |
| Where people feel like they have some control over, for example: * where they work
* who they work with
* what their work involves
 | Where people feel able and encouraged to become skilled/ specialised in a specific area of interest  | Where people are clear on the purpose of their role and how it contributes to the wider ‘purpose’ of the organisation |

* Ask the group - thinking about your own role/work place, do you agree or otherwise that these play an important role?

**Activity 4: Team and Individual Actions**

Set-up: Prepare 7 flipcharts in advance with the headings - Autonomy, Mastery, Purpose, Status, Certainty, Relatedness, Fairness – and pin these up around the room.

The purpose of this session is to pull together the different discussion elements and theories into a workable, practical action plan for the team.

Introduce the exercise:

* Ok, so we’ve looked at a couple of motivational theories and are broadly in agreement (we hope) that these fit with our team and team motivations
* Final exercise is to look at what we can stop doing, start doing or continue to do in these areas to encourage ongoing motivation within the team
* You’ll see around the room 7 factors which we have looked at today which can motivate people at work. Working individually, you’ll have 1 minute at each flipchart to write down as many thoughts/ideas on what you/ your manager could do to improve this area before moving onto the next.

NB: if you have more than 7 people in the group, then some people will double up.

**Pulling it all together:**

* Talk through (summarise) each flipchart
* Agree as a team what’s important and which should be prioritised and how to take forward so it becomes ‘what we do’
* Agree who will take forward the actions/priorities.

**Introduce Circle of Influence (optional)**

The purpose of this session is to provide a useful tool which gets people thinking about what options and solutions are available for them, so they focus their energy on moving forward and are overall more motivated/ engaged.

If any team members appear to be blocking ideas or getting dragged down into areas they ‘can’t’ do anything about, it might be useful to introduce the Circle of Influence.

**Explain the theory:**

* Developed by Steven Covey – who wrote the book 7 Habits of Highly Effective People – he says that where you focus your energy on a day to day basis can have a huge effect on individual motivation and sense of autonomy (what you have control over).
* Draw two circles on a flipchart. Label the outer circle ‘Concern’ and the inner circle ‘Influence’.
* **PPT Slide 7**
* Explain that the Circle of Concern contains all of the things we worry about at work (or in our personal lives). These are normally quite high level worries with very little actions associated with them. The Circle of Influence contains the actions linked to our concerns that we can do something about.
* **PPT Slide 8**
* The theory is that as people begin to focus on the things they can do something about (Circle of Influence), they tend to feel more focused, have more motivation and as such have more energy – because what they’re doing is self-maintained and links back to autonomy.

**Give a demonstration using the circles you drew earlier:**

* Ask people to shout out things they’re concerned about at work or that’s impacting on their motivation
* Once all ideas have been captured on the circle of concern, take one concern at a time and ask “is there anything you can do to influence this?” or “is there anything you can do about this?” or “what options do you have?”
* Write these in the circle of influence – in the unlikely event there are no solutions – challenge in a respectful way, how useful it is to worry about something they can do nothing about (eg the past – can’t change the past but can learn from it, so no point worrying about what’s happened before, focus instead on what’s happening now and in the future)

Once you’ve demonstrated how the Circle of Influence works…

* Ask the team how they could use the Circle of Influence at work (or in their personal life if appropriate)

Bring this activity to a close by providing a summary on the Circle of Influence and key themes drawn out in the discussion.

**Closing the session**

* Provide a quick summary of what’s been looked at in the session
* **PPT Slide 9**
* Ask individuals to shout out either ‘what was new for them’ or ‘what have they learned that will make the biggest difference for them going forward’
* Summarise the agreed actions to be taken by the team and anything else that’s important
* Set a review period and stick to it!
* Thank everyone for their participation and time

**Useful Links**

**The difference between motivation and engagement**

<http://smartblogs.com/leadership/2011/05/13/motivations-vs-engagement/>

**David Rock**

<http://www.davidrock.net/about/>

**Dan Pink**

<http://www.danpink.com/>

**Circle of concern, Circle of Influence**

<https://www.stephencovey.com/7habits/7habits-habit1.php>