

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L423

OCT 03

MOTIVATE SUBORDINATES TO ACCOMPLISH UNIT MISSION

TRAINING SUPPORT PACKAGE



TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L423 / MOTIVATE SUBORDINATES TO ACCOMPLISH UNIT MISSION
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	L402, Motivate Subordinates to Accomplish Unit Missions, OCT 00
TSP Users	600-ANCOC-TATS Advanced Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS-D BLDG 11291 BIGGS FIELD FORT BLISS, TX 79918-8002</p> <p>Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875 e-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

Individual

158-100-1250

Motivate Subordinates to Accomplish Unit Missions

158-100-1260

Counsel subordinates

This TSP
Contains

TABLE OF CONTENTS

	<u>PAGE</u>
Preface	2
Lesson Section I Administrative Data	4
Section II Introduction	7
Terminal Learning Objective - Develop a motivation plan.....	7
Section III Presentation	9
Enabling Learning Objective A - Discuss motivation theories and techniques.	9
Enabling Learning Objective B - Discuss Needs Motivation Theories.....	13
Enabling Learning Objective C - Discuss goal setting as a motivation tool.	16
Enabling Learning Objective D - Analyze case studies.....	20
Enabling Learning Objective E - Analyze jobs to determine appropriateness for redesign strategies.....	22
Section IV Summary	24
Section V Student Evaluation	25
Appendix A Viewgraph Masters A -	1
Appendix B Test(s) and Test Solution(s) (N/A) B -	1
Appendix C Practical Exercises and Solutions C -	1
Appendix D Student Handouts D -	1

MOTIVATE SUBORDINATES TO ACCOMPLISH UNIT MISSION
L423 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-ANCOC	1	Advanced Noncommissioned Officer Course

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	<u>Individual</u>	
	158-100-1250 (*)	Motivate Subordinates to Accomplish Unit Missions
	158-100-1260 (*)	Counsel subordinates

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	158-100-1150	MOTIVATE SUBORDINATES TO IMPROVE PERFORMANCE

Academic Hours	The academic hours required to teach this lesson are as follows:	
		<u>Resident Hours/Methods</u>
		1 hr 30 mins / Conference / Discussion
		1 hr 20 mins / Practical Exercise (Performance)
	Test	0 hrs
	Test Review	0 hrs
	Total Hours:	3 hrs

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review) 4 hrs	E403 version 1

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

Clearance Access	Security Level: Unclassified
	Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions	This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References			
<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	

Student Study Assignments

Before class--

- Read FM 22-100 (S H-4), paragraphs 1-13 thru 1-16, 1-85, 2-113, 5-32 thru 5-38, 5-56 and 5-57
- Extract TSP 158-L-1250 (SH-2)
- Complete and grade pretest (SH-3)

During class--

- Participate in class discussion and case studies

After Class--

- Review all reference material for this lesson in preparation for the end of block test
-

Instructor Requirements

1:16, SFC, ANCOG grad, ITC, and SGITC qualified

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD Projection System	1:16	1:1	N	1	N
559359 SCREEN PROJECTION	1:16	1:1	N	1	N
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:1	N	1	N
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	N	1	N
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	N	1	N

Materials Required**Instructor Materials:**

- VGT-1 thru VGT-6
- Chart paper
- Pen or pencil

Student Materials:

- Paper, pen/pencils
 - Reference material as listed in SH-1
-

Classroom, Training Area, and Range Requirements

CLASSROOM INSTRUCTION 900 SF, 16 PN or Classroom Conducive to Small Group Instruction of 16 Students.

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

- NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.
- Make copies of handouts in Appendix D.
 - Issue handouts to students three days prior to class.
-

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
McGough, Elliott T.	GS09	Training Specialist	
Eichman, Guy A.	MSG	Course Chief, ANCOC	
Lawson, Brian H.	SGM	Chief, NCOES	
Mays, Albert J.	SGM	Chief, CDDD	

answer at least 70 percent of the questions to receive a GO. A GO is a graduation requirement.

**Instructional
Lead-In**

As Army leaders, you are going to be assuming more and more responsibility for getting the job done. One of the critical leadership skills you must demonstrate is how to motivate people.

General Patton emphasized the importance of the leader's role in the Army in many of his speeches. As an Army leader, you may have to face life and death situations where you must lead your subordinates into dangerous and life threatening situations. Motivating a subordinate to accomplish a physically demanding or hazardous task is especially challenging.

Motivating soldiers requires a proficient and confident leader whom the subordinates can respect and follow. The material in this class can help you make another step in that direction.

NOTE: If you have a personal experience to relate, do so at this point. Ask the students to give experiences.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Discuss motivation theories and techniques.
CONDITIONS:	Given assigned readings and a classroom review of the pretest.
STANDARDS:	Students will demonstrate knowledge of motivation theories and techniques and how to apply them in order to accomplish the mission.

1. Learning Step / Activity 1. Pretest Review

Method of Instruction: Conference / Discussion
Instructor to Student Ratio: 1:16
Technique of Delivery: Small Group Instruction (SGI)
Time of Instruction: 10 mins
Media: SH-3 (Pretest and Solution)

Ref: FM 22-100, para 1-13 thru 1-16, 1-85, 5-32 thru 5-38, 2-113 (SH-4)

You had to complete a pretest as part of your homework. You were to complete and grade that pretest and bring any questions that you might have about the pretest with you to class. If you scored less than 70 percent on the pretest, you were to review the material you missed in order to prepare for class. Do you have any questions about the pretest?

NOTE: If the students have questions, one positive learning approach is to reflect the student questions back to the class and encourage other students to answer the questions.

CHECK ON LEARNING: The pretest acted as a check on learning.

2. Learning Step / Activity 2. Define Motivation

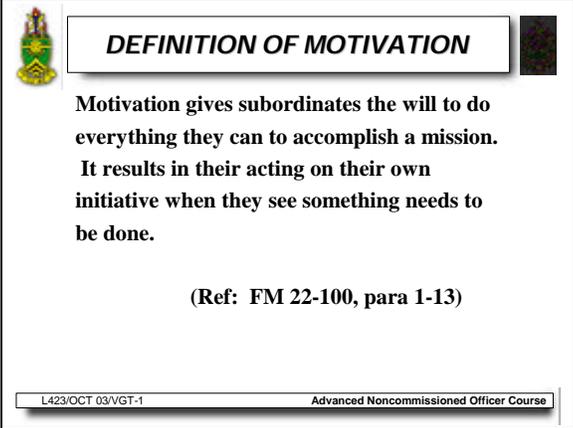
Method of Instruction: Conference / Discussion
Instructor to Student Ratio: 1:16
Technique of Delivery: Small Group Instruction (SGI)
Time of Instruction: 15 mins
Media: VGT-1 and VGT-2

Ref: FM 22-100, para 1-13 (SH-4) and SH-2-1 thru SH-2-5

Your student handout included a definition of motivation, a discussion of five motivational techniques that leaders could use, and material covering seven

motivation theories. During the next few minutes, we are going to review this material.

SHOW VGT-1, DEFINITION OF MOTIVATION



DEFINITION OF MOTIVATION

Motivation gives subordinates the will to do everything they can to accomplish a mission. It results in their acting on their own initiative when they see something needs to be done.

(Ref: FM 22-100, para 1-13)

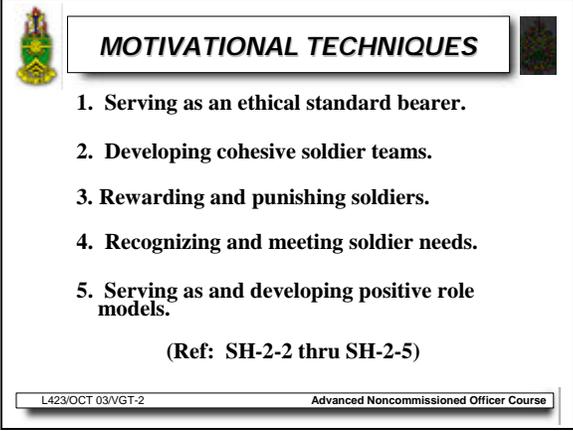
L423/OCT 03/VGT-1 Advanced Noncommissioned Officer Course

Motivation causes action by giving subordinates the will to do everything they can to accomplish the mission. Or stated another way, motivation is the force which energizes human behavior. It causes the individual to act. As an Army leader, your ability to motivate others is a critical aspect of your leadership requirements. The more you know about motivation and how to motivate others, the more effective you will be as a leader. The fact that motivation can explain an individual's performance level is the reason it is so critical for you as an Army leader to understand the concepts of motivation. Likewise, you need to understand how your own actions may motivate your subordinates to perform in a like manner, either good or bad.

Unless you understand why individuals act as they do and how your actions influence their actions, you may not be able to get the results, which you desire from your subordinates. Now that we have defined motivation, let's review some of the measures which you, as the leader, can use to motivate your subordinates to perform to standard.

REMOVE VGT-1

SHOW VGT-2, MOTIVATION TECHNIQUES



MOTIVATIONAL TECHNIQUES

1. Serving as an ethical standard bearer.
2. Developing cohesive soldier teams.
3. Rewarding and punishing soldiers.
4. Recognizing and meeting soldier needs.
5. Serving as and developing positive role models.

(Ref: SH-2-2 thru SH-2-5)

L423/OCT 03/VGT-2 Advanced Noncommissioned Officer Course

Your reading listed five motivational techniques that you, as an Army leader can use to motivate your subordinates. However, the techniques used must match the situation. The first motivational technique is serving as an ethical standard bearer.

NOTE: Ask the students the how would they serve as an ethical standard bearer.

ANSWER: Serve as a good model and be decent and honorable. Other answers that reflect adherence to good ethical standards are acceptable.

Ask the students when is it appropriate to serve as an ethical standard bearer.

ANSWER: All the time and under all situations.

NOTE: Ensure that students understand the importance of leaders being positive role models. Lead students into a discussion of what can happen in situations where the leader does not serve as a positive role model, for example, when the leader is not truthful, shows favoritism, etc.

Let's look at the second motivational technique--Develop cohesive soldier teams.

QUESTION: Why would developing cohesive soldier teams be a motivation technique?

ANSWER: Soldiers do not perform just for themselves. They want to be part of a successful unit or team. Soldiers in a cohesive soldier team are confident in their equipment, buddies, leaders and training. They perform heroic actions to keep themselves and their buddies alive.

Ref: SH-2-1

NOTE: Ask the students what are some things that they can do to develop a cohesive team.

ANSWER: Train together, develop a team project, give the team an identity and worth, participate in sports and social activities, etc.

The third motivational technique covered in your readings has to do with rewards and punishments. So knowing how to use the motivational techniques is important for the Army leader. The technique used, however, depends to a great extent on the way that you view the situation. In other words, your response to a situation and your attempts to motivate a subordinate or subordinates to perform more effectively will depend on the beliefs that you have about motivation and how to motivate. You may not be able to label your individual theory of motivation. It is important, however, for you to learn more about motivational theories. There is no one motivational theory, which adequately addresses all situations. If you try to use the same motivational technique for every situation, you will not be an effective leader. Human beings are extremely complex. Your knowledge of motivation and motivation theories will help you perform effectively as a leader.

The fourth technique calls for recognizing and meeting soldier needs. The underlying concept of all need theories of motivation is that an unsatisfied need creates a state of internal wanting or disequilibrium. In order to restore equilibrium first we must reduce the need. In simple terms you can motivate a person to do something which he perceives will satisfy a need or reduce the tension of an unpleasant situation.

The fifth technique calls for serving as, and developing, positive role models. Soldiers increase their commitment as they recognize that unit leaders have committed to the unit and its goals.

REMOVE VGT-2

CHECK ON LEARNING:

QUESTION: What are some things you may give subordinates to improve motivation?

ANSWER: Give them challenging missions, more responsibility, and room to work without looking over their shoulders.

Ref: FM 22-100, para 1-14.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Discuss Needs Motivation Theories.
CONDITIONS:	Given assigned readings and a classroom discussion.
STANDARDS:	Students must demonstrate knowledge of the needs motivation theories and how to apply them.

1. Learning Step / Activity 1. Concept of Needs Motivation Theories.

Method of Instruction: Conference / Discussion
Instructor to Student Ratio: 1:16
Technique of Delivery: Small Group Instruction (SGI)
Time of Instruction: 15 mins
Media: VGT-3

Ref: SH-2-6 thru SH-2-20

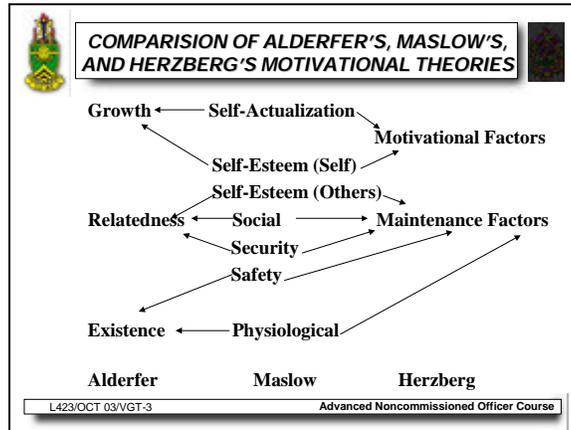
As indicated in your readings, needs theories of motivation assume that all people share a common set of basic needs--internal states of tension or discomfort that the individual is motivated to change. We consider the needs theories of motivation to be the most popular of the motivation theories.

The underlying concept of all needs approaches is that a need that is unsatisfied creates a state of internal disequilibrium which is uncomfortable for the individual. In order to restore equilibrium, the individual "energizes" himself to reduce the need. This approach assumes that human beings constantly seek a state of equilibrium. When thirsty, one drinks to reduce the feeling of thirst. When dissatisfied with a job, the individual will do something to solve the problem. In motivation terms, the individual displays motivation to engage in behaviors that will satisfy a need and reduce associated tension.

Concept of Needs Motivation Theories

Ref: SH-2-6 thru SH-2-14

SHOW VGT-3, COMPARISON OF ALDERFER'S, MASLOW'S, AND HERZBERG'S MOTIVATIONAL THEORIES



Let's look at the VGT, which presents the comparison of Alderfer's, Maslow's, and Herzberg's motivation theories. Let's begin with Maslow's theory as it is the motivation theory that people know best; it provides a basis for the comparison of the three theories.

Some also know Maslow's Needs Theory as Maslow's Hierarchy of Needs. Basically, Maslow states that individuals are always in a state of need. It is those unsatisfied needs that motivate the individual to action. Maslow also states that the needs are hierarchical--arranged in order of importance. The individual must satisfy lower level needs before he can go to a higher level of need. Let's look at the Maslow's need hierarchy on the VGT. The lowest level of need is physiological.

QUESTION: What kind of needs fall into the physiological category?

ANSWER: Food, water, shelter, air.

Ref: SH-2-6

QUESTION: What do safety/security needs include?

ANSWER: Safe environment--financial, health, physical harm, etc.

QUESTION: We covered the first two levels of Maslow's Hierarchy of Needs; let's now look at the next three levels. What are examples of social needs?

ANSWER: Friendship, affection, love, etc. Ref: SH-2-7

QUESTION: What is an example of needs at level four--self-esteem?

ANSWER: Desire of the individual to have a stable, high evaluation of himself and the respect of others.

QUESTION: What is an example of the final level of Maslow's Hierarchy of Needs -- self-actualization?

ANSWER: The desire to achieve self-fulfillment, to develop one's potential.

Let's now look at Alderfer's model. Alderfer modified Maslow's theory.

The two theories differ in three basic ways.

QUESTION: Looking at the comparison chart, what is a major difference between Maslow's and Alderfer's theories?

ANSWER: Alderfer reduced the five levels of needs into three levels. Encourage students to do more comparison such as noting what needs Alderfer included in his categories.

The theories also differ in that Alderfer's theory indicates that people do not have to satisfy lower level needs before they pursue higher level needs. For example, think of the artist who does without food in order to paint.

Finally, Maslow and Alderfer agree that an unmet need provides motivation. However, whereas Maslow indicates that an unsatisfied need provides motivation at that level, Alderfer states that an unsatisfied need does not necessarily motivate only at that level. The individual may also compensate for the unsatisfied need at a lower level.

Next let's look at Herzberg's Theory. As you read, Herzberg centered his work on the job or work itself, and looked at what about the job enhances individual motivation. Herzberg's theory provides the basis for another theory we are going to cover today--job redesign. His work led him to identify two main categories of factors. Maintenance factors are important when they are not present. They do not provide

motivation but are potential dissatisfiers when they are not available. These fall into areas such as status, salary, and work conditions. Herzberg also indicated factors that provide motivation when present but which are not highly dissatisfying when absent. These are things such as recognition, advancement, etc. In effect, the absence of these factors lead to "no satisfaction" rather than dissatisfaction. Looking at the comparison chart, you can see how the Herzberg's factors relate to Maslow's and Alderfer's levels of needs.

The needs theories can be very helpful to you as a leader. Understanding needs can help you identify issues which may be interfering with an individual performing at his best level. By using the principles of the needs theories, you may be able to help the individual resolve needs so that he can continue to grow.

NOTE: Lead your students into a discussion of the VGT and how the different theories are obviously alike and different.

REMOVE VGT-3

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

QUESTION: What is the concept of all need approaches?

ANSWER: The concept is that an unsatisfied need creates a state of internal disequilibrium which in uncomfortable. To correct this disequilibrium, the individual energizes himself to reduce the need.

Ref: SH-2-6

Break TIME: 00:50 to 01:00

C. ENABLING LEARNING OBJECTIVE

ACTION:	Discuss goal setting as a motivation tool.
CONDITIONS:	Given assigned readings and a classroom discussion.
STANDARDS:	Define goal setting and explain the benefits of using goal setting as a motivation tool and when to use it.

1. Learning Step / Activity 1. Discuss Goal Setting as a Motivation Tool

Method of Instruction: Conference / Discussion
 Instructor to Student Ratio: 1:16
 Technique of Delivery: Small Group Instruction (SGI)
 Time of Instruction: 30 mins
 Media: VGT-4 thru VGT-6

Ref: FM 22-100, para 5-56 and 5-57 (SH-4) and SH-2-18

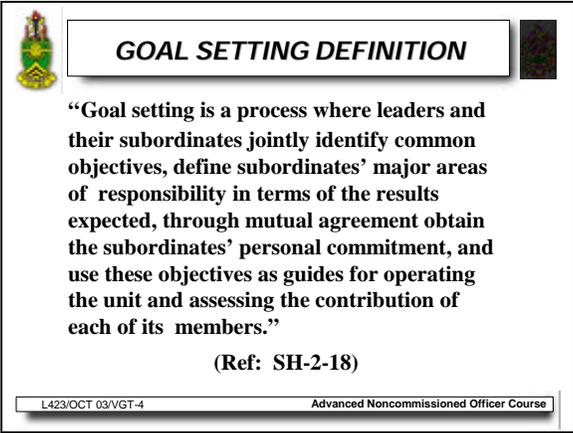
As you read, process motivation theories are those which describe the process of how a person energizes, directs, sustains, and finally stops behavior. These theories provide you with ways that you can look at your work environment and make appropriate behavioral and organizational changes, which may motivate your subordinates.

The first organizational motivation theory we are going to discuss is goal setting. All of you have probably participated in goal setting for an organization, office, or for yourself. You might have known the activity in which you participated by some other title than goal setting, but I am sure that as you read your assignment, you recognized the process.

QUESTION: Given that your advance reading assignment included a reading on goal setting and that you have probably been involved in a goal setting experience, how would you define goal setting?

NOTE: Have students define goal setting and write responses on the board. Then show VGT-4, the course definition, and have them compare it with their responses. Have the students determine where the student responses fit into the course definition.

SHOW VGT-4, GOAL SETTING DEFINITION



GOAL SETTING DEFINITION

“Goal setting is a process where leaders and their subordinates jointly identify common objectives, define subordinates’ major areas of responsibility in terms of the results expected, through mutual agreement obtain the subordinates’ personal commitment, and use these objectives as guides for operating the unit and assessing the contribution of each of its members.”

(Ref: SH-2-18)

L423/OCT 03/VGT-4 Advanced Noncommissioned Officer Course

ANSWER: See VGT-4

Now that we have defined goal setting, tell us about a goal setting experience in which you participated.

NOTE: This is a good place for you to tell how you participated in goal setting throughout your military career. Call on the students after you give them an example. Encourage students to relate experiences.

QUESTION: Looking at our definition of goal setting, we can easily identify some of the benefits of using this approach. What are some of the benefits?

ANSWER:

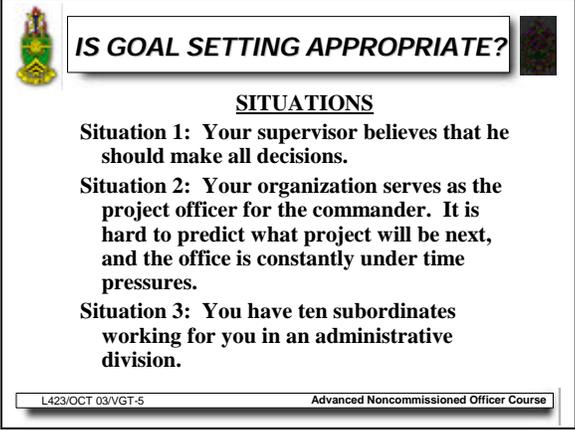
- Emphasis can be on results rather than crisis planning.
- Subordinates work with you as a team.
- Participants commit themselves.
- All involved work together more effectively to accomplish the goal.
- All know what to expect and who is to do what.
- Improved communications as subordinates know what to expect.

Ref: SH-2-18

Now that we have defined goal setting and identified some of the benefits of using goal setting as a motivation tool, I am going to give you some situations and want you to tell me if goal setting is appropriate (or workable) or not in these situations.

REMOVE VGT-4

SHOW VGT-5, IS GOAL SETTING APPROPRIATE?



IS GOAL SETTING APPROPRIATE?

SITUATIONS

Situation 1: Your supervisor believes that he should make all decisions.

Situation 2: Your organization serves as the project officer for the commander. It is hard to predict what project will be next, and the office is constantly under time pressures.

Situation 3: You have ten subordinates working for you in an administrative division.

L423/OCT 03/VGT-5 Advanced Noncommissioned Officer Course

Situation 1: "Your supervisor believes that he should make all decisions."

QUESTION: Is goal setting appropriate?

ANSWER: Goal setting would probably not be appropriate in this setting as it would be a threat to the supervisor's authority, and he would lose control and authority.

Ref: SH-2-18

QUESTION: What could you change to make the situation suitable for goal setting?

ANSWER: Unless the supervisor is willing to share responsibility, it is not a viable option. Goal setting in this situation would make this supervisor feel that he/she is losing control.

Ref: SH-2-18

Situation 2: Your organization serves as the commander's project office. It is hard to predict what the next project will be and the office is constantly under time pressures.

QUESTION: Is goal setting appropriate?

ANSWER: Generally, goal setting would probably not be appropriate or workable because of time constraints and inability to plan for projects. For some aspects of the organization it would probably be possible. For the long-term projects, there could probably be goal setting.

Ref: SH-2-18

Situation 3: You have ten subordinates working for you in the administrative division.

QUESTION: Is goal setting appropriate?

ANSWER: Goal setting would be appropriate. Allowing the subordinates to participate in establishing division and individual goals is an excellent way to give them ownership in process and motivate them to perform well.

Ref: SH-2-18

REMOVE VGT-5

SHOW VGT-6, GOAL SETTING IS APPROPRIATE WHEN:



**GOAL SETTING IS APPROPRIATE
WHEN:**

- **The goals are specific and require higher level effort and performance.**
- **Subordinates and supervisors must commit to the goals.**
- **The goals are legitimate for the organization.**
- **The goals are accompanied by concrete feedback.**
- **The leadership does not see the goal setting process as a loss of power.**

(Ref: SH-2-18)

L423/OCT 03/VGT-6Advanced Noncommissioned Officer Course

In summary, goal setting is not appropriate for every situation. It is a very useful and successful motivation tool when appropriately used. Basically, goal setting is useful and successful when:

- the goals are both specific and require higher effort and performance.
- subordinates and supervisors commit to the goals.
- the goals are legitimate for the organization.
- the goals have concrete feedback.
- the leadership does not see goal setting as a loss of power.

Summary

Research indicates that goal setting is most effective when the leader works with the subordinates to accomplish the goals and provides concrete feedback on goal progress. By participating in goal setting the subordinate has personal ownership in the accomplishment of the goals.

As leaders you should be aware of the benefits of goal setting and make use of this motivation approach whenever it is appropriate.

REMOVE VGT-6

CHECK ON LEARNING:

QUESTION: Whenever you talk about accomplishing the mission, what must you ensure the subordinates know?

ANSWER: They must know the standard.

Ref: FM 22-100, para 5-57 (SH-4)

D. ENABLING LEARNING OBJECTIVE

ACTION:	Analyze case studies.
CONDITIONS:	Given advance readings, in-class case studies, and assignment to a small group.
STANDARDS:	Analyzed case studies while identifying the motivation theory appropriate for each case study, providing correct responses to the case analysis questions, and briefing responses to the class.

1. Learning Step / Activity 1. Case Studies

Method of Instruction: Practical Exercise (Performance)
Instructor to Student Ratio: 1:16
Technique of Delivery: Small Group Instruction (SGI)
Time of Instruction: 40 mins
Media: PE-1

Ref: FM 22-100, para 1-13 thru 1-16, 1-85, 2-113, 5-32 thru 5-38, 5-56 and 5-57 (SH-4), and SH-2

NOTE: Issue PE-1 to students. Give the students 20 minutes to read the practical exercise and prepare their responses. At the completion each student will have prepared to brief their response. Choose two groups and have them do the briefings. Have each of the groups respond to the two briefings and compare what they had that was different. Keep the discussion focused. Students should not repeat what others previously said but should add to the briefings in terms of what is different or the same. (If the students finish ahead of time, start on the briefings).

Break TIME: 01:50 to 02:00

TIME: 02:00 to 02:25 (continue learning step/activity 1, ELO 4)

One thing I hope you gained from this experience is that the individual's personal needs and the organization of the job influence work performance. There is not one motivation theory, which you can use for all situations.

As a leader, you need to consider all aspects of the situation before you take any action. The equity theory provides a good guide in situations where there is a comparison with others. The expectancy theory is a good guideline when there is an anticipation of a reward associated with a level of job performance. As an Army leader, determine which motivation theory most appropriately assists you in your efforts to motivate your subordinates whether it is the equity, expectancy, or any of the other theories we have covered or you read about.

CHECK ON LEARNING:

QUESTION: What does the equity theory imply for leaders?

ANSWER: It implies that they must insure that there is a perception of fairness associated with the organizational rewards system.

Ref: SH-2-12

E. ENABLING LEARNING OBJECTIVE

ACTION:	Analyze jobs to determine appropriateness for redesign strategies.
CONDITIONS:	Given a Job Characteristic Inventory (JCI) to complete and analyze, and the implications of the inventory results for redesign of specific jobs.
STANDARDS:	Students identified where redesign was appropriate and supported the strategies proposed.

1. Learning Step / Activity 1. Job Redesign

Method of Instruction: Practical Exercise (Performance)
Instructor to Student Ratio: 1:16
Technique of Delivery: Small Group Instruction (SGI)
Time of Instruction: 30 mins
Media: PE-2

Ref: SH-2-19 thru SH-2-22

Job redesign is the final motivation theory we will address in this lesson. Job redesign attempts to provide increased subordinate job satisfaction. Herzberg's work on motivation showed that the work itself is just as important (or maybe more important) than the conditions that surround the work. This is a basic premise of job redesign.

Job redesign is a very powerful tool if properly applied. If poorly applied, it can have detrimental effects on an organization. For the leader determined to increase motivation through job redesign, the first step must be an in-depth assessment of the present job or task. As the supervisor, you must determine if the job is one that you can enrich. And as Herzberg indicated, it is the content of the job that influences the higher-level need satisfaction.

One way you can assess the job content is to use the Job Characteristic Inventory. You are going to have the opportunity to take the job redesign inventory. After you analyze your inventory results we will look at the possibility of job redesign for the job you were analyzing.

NOTE:

- Issue PE-2 to students
- After you give instructions, give students 10 minutes to complete and review the results and fill out the recommendation questionnaires.
- At the end of this process, select 3-5 students and have them post their analysis results (without recommendation) for one job on the board or chart paper.
- Begin with the first student and have him/her describe the job for which the results were posted.
- Have all students take out a sheet of paper and indicate whether or not the job presented is appropriate, or not for redesign based on the job description and the JCI results provided by the student. Give them 30 seconds to do that for each job.
- After the 3-5 students finish, have the student who provided the job description/JCI analysis tell the class what his/her recommendation was for the job (redesign or not).
- Have the class discuss any differences between the recommendation of the student and the class and also differences within the class, if any.
- Do this for all the jobs presented.
- Allow additional students to present a job and recommendation if you have time.

Summary

The Job Characteristics Inventory results helped us identify jobs that could be redesigned and some, which should not be redesigned because they are already enriched or because they were inappropriate for redesign. As we said, job redesign is a powerful tool, which you can use to assist you in your efforts to motivate your subordinates to accomplish your organization's mission.

CHECK ON LEARNING:

QUESTION: Will job redesign work in any job?

ANSWER: No. You may not be able to apply this to many low-level jobs because the tasks involved do not allow for enrichment.

Ref: SH-2-20

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: <u>1:16</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

QUESTION: If changing job conditions doesn't motivate soldiers, what should you do?

ANSWER: To motivate, change the nature of the job to fit the individual and increase the job's intrinsic rewards.

Ref: SH-2-19

QUESTION: As leaders, how can we gain a better understanding of motivation?

ANSWER: We gain a better understanding through the concepts of equity, expectancy, goal setting and job redesign and how they apply to a situation.

Ref: SH-2-22

Review / Summarize Lesson

During the past three hours we discussed motivation theories and techniques, the appropriateness of goal setting, and last of all job redesign. We also analyzed case studies on equity and expectancy. What you learned in this class should give you a better understanding of what motivates your soldiers.

NOTE: Ask the students to share what they think was the most important thing covered in the lesson. Do not elaborate just accept what they say. This gives you an understanding of what you are getting across to the students and what you might need to emphasize more in class.

Transition to Next Lesson

None

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

At the end of this block of instruction, you will take a written, objective examination. This will test learning objectives from this lesson. You must correctly answer at least 70 percent of the questions to receive a GO. A GO is a graduation requirement.

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Enabling Learning Objective A

Learning Step 2

VGT 1, DEFINITION OF MOTIVATION



DEFINITION OF MOTIVATION



Motivation gives subordinates the will to do everything they can to accomplish a mission. It results in their acting on their own initiative when they see something needs to be done.

(Ref: FM 22-100, para 1-13)



MOTIVATIONAL TECHNIQUES



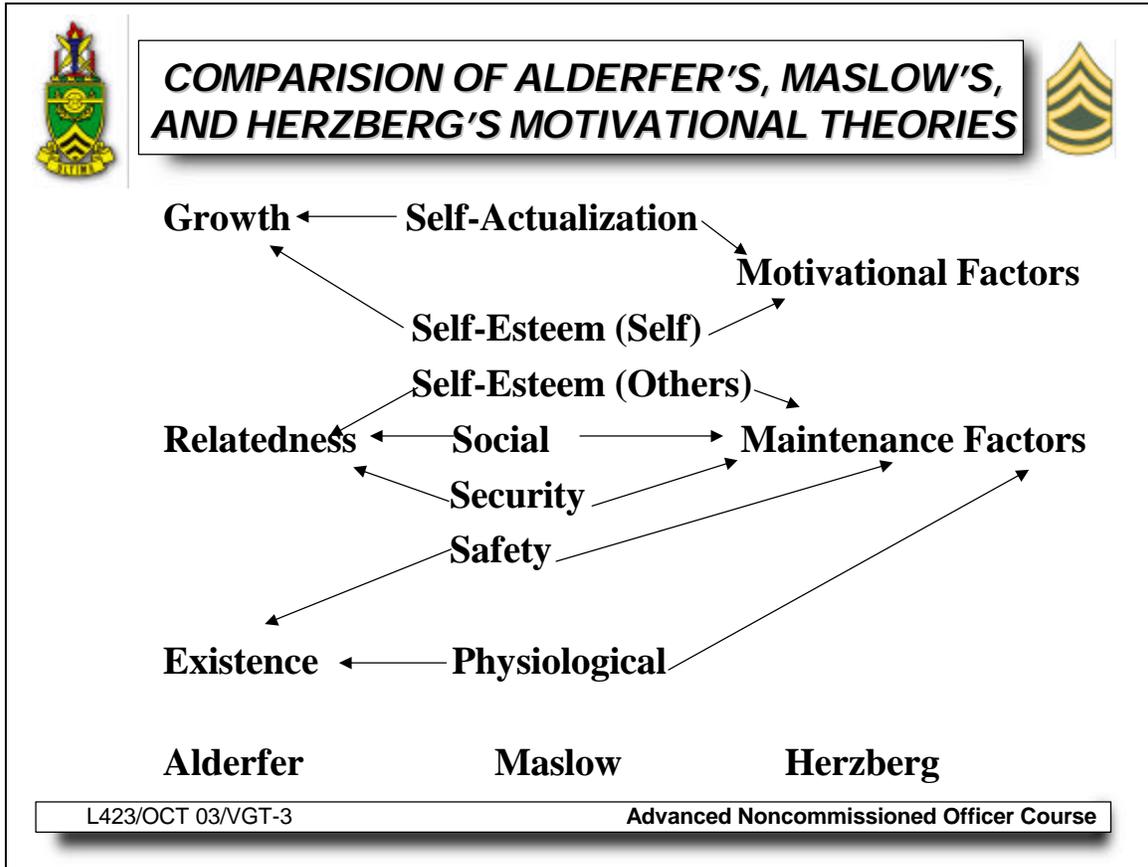
- 1. Serving as an ethical standard bearer.**
- 2. Developing cohesive soldier teams.**
- 3. Rewarding and punishing soldiers.**
- 4. Recognizing and meeting soldier needs.**
- 5. Serving as and developing positive role models.**

(Ref: SH-2-2 thru SH-2-5)

Enabling Learning Objective B

Learning step 1

VGT 3, COMPARISON OF ALDERFER'S, MASLOW'S, AND HERZBERG'S
MOTIVATIONAL THEORIES





GOAL SETTING DEFINITION



“Goal setting is a process where leaders and their subordinates jointly identify common objectives, define subordinates’ major areas of responsibility in terms of the results expected, through mutual agreement obtain the subordinates’ personal commitment, and use these objectives as guides for operating the unit and assessing the contribution of each of its members.”

(Ref: SH-2-18)



IS GOAL SETTING APPROPRIATE?



SITUATIONS

Situation 1: Your supervisor believes that he should make all decisions.

Situation 2: Your organization serves as the project officer for the commander. It is hard to predict what project will be next, and the office is constantly under time pressures.

Situation 3: You have ten subordinates working for you in an administrative division.



GOAL SETTING IS APPROPRIATE WHEN:



- **The goals are specific and require higher level effort and performance.**
- **Subordinates and supervisors must commit to the goals.**
- **The goals are legitimate for the organization.**
- **The goals are accompanied by concrete feedback.**
- **The leadership does not see the goal setting process as a loss of power.**

(Ref: SH-2-18)

Appendix B Test(s) and Test Solution(s) (N/A)

PRACTICAL EXERCISE SHEET 1

Title	Equity or Expectancy?
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Lesson Number/Title	L423 version 1 / MOTIVATE SUBORDINATES TO ACCOMPLISH UNIT MISSION
----------------------------	---

Introduction	As an Army leader, you must be able to motivate your subordinates to accomplish the mission no matter what it may be. As such, you must understand the methods of motivation and apply them daily to build soldier teams and drive subordinates toward mission accomplishment.
---------------------	--

Motivator	This practical exercise will assist you in gaining a better understanding of the equity motivation theory and how it can be useful to you as a leader.
------------------	--

Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%;"><tr><td style="width: 20%;">Action:</td><td>Develop a motivation plan.</td></tr><tr><td>Conditions:</td><td>Given a situation that shows poorly motivated soldiers.</td></tr><tr><td>Standards:</td><td>Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.</td></tr></table>	Action:	Develop a motivation plan.	Conditions:	Given a situation that shows poorly motivated soldiers.	Standards:	Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.
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Safety Requirements	None
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Risk Assessment Level	Low
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Environmental Considerations	None
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Evaluation	None
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Instructional Lead-In	Two of the motivation theories, which you read about in your advance packet are the equity and the expectancy motivation theories. Each of the theories offers insight on how to motivate subordinates.
------------------------------	---

Resource Requirements	<p>Instructor Materials: Chart paper/chalk board</p> <p>Student Materials: Chart paper/chalk board</p>
Special Instructions	None
Procedures	<ul style="list-style-type: none"> • At this time divide class into small groups (4). • Be sure to read and follow the directions for this exercise. • You will have 20 minutes to prepare your responses. • Write your responses on the chart paper/chalk board provided. • You will have 2 minutes to brief both of your responses.

Have students brief conclusions. If all student groups brief, have them compare and contrast their solutions or responses. If two groups brief, have the other groups respond to the briefings expanding on what the briefer presented. Summarize the briefings. Emphasize the important points.

Practical exercise 1

DIRECTIONS

Step 1. Determine whether you would use the equity motivation theory or the expectancy motivation theory in dealing with each situation.

Step 2.

- a. For the expectancy theory situation, provide the following information:
- (1) Explain why you think the situation falls under the expectancy theory.
 - (2) What is/are the individual behavior(s), performance outcome(s), and reward outcome(s) in the situation?
 - (3) What action(s) should the leader take?

- b. For the equity motivation theory situation, provide the following information:
- (1) Explain why the situation falls under the equity theory. The explanation must include all the components of the comparison ratio.
 - (2) Identify the individual's chosen resolution strategy(ies).
 - (3) What action(s) should the leader take?

Step 3. Write your solutions on the chart paper/chalk board provided. Be ready to brief your findings.

Situation 1 You report to the battalion and the S1 introduces you to your Battery Commander, CPT Smith. During your discussion with CPT Smith, you find out that

one of your subordinate leaders is having problems motivating a section chief. CPT Smith also provides his assessments of the section chief.

SSG Jones, your Maintenance Section Chief, is 38 years old and has ten years of service. He is a great Section Chief who is on the E-7 promotion list, but he is questioning whether he should stay in the Army or get out and go to work for a large maintenance company where he would make more money. He loves the Army but he has two children whom he plans to help through college. During a recent reenlistment interview, he mentioned that the cost of sending his two children through college concerns him greatly. He mentioned that it might be time for him to start looking at a second career. He also said that his brother-in-law does the same type of work that he does but for a civilian company. His brother is making two and a half times more money for 50 percent less work. CPT Smith doesn't think that this is correct, but it is what SSG Jones believes. CPT Smith states that during the open door period last week, some of SSG Jones' soldiers indicated that he wasn't showing much interest in their personal problems.

Situation 2 You have been the platoon sergeant for only three weeks. While in the NCO Advance Course, you heard excellent reports about the company to which you are assigned. After you reported you found that one of your tank commanders, SGT Black, was not preparing the crew for the tank gunnery. Just as you had been told, gunnery is quite a significant event and you cannot afford to have a crew, which is unprepared. You are especially concerned about the lack of preparation as you know that SGT Black's crew had the best score last year. You ask him about his poor performance this year, and he says:

Sergeant, I'm the best tank commander in the division. Last year I blew all those guys away on the gunnery course. I really did well--not only for the platoon and the company, but it also looked good for the battalion and the brigade. Every time the Brigade Commander sees me, he still mentions it. But, what did I get for it? Nothing but prestige, and my family and I can't eat that. That's right sergeant. The PSG told me that he would recommend me for promotion to E-6 if I did well last year. I'm still an E-5. This promotion means a lot to me, but I can't get promoted if I can't even get recommended.

**Feedback
Requirements**

None

SOLUTION FOR PRACTICAL EXERCISE 1

Solution to Practical Exercise 1

Title: Equity or Expectancy?

Situation 1

1. Equity Theory. Ref: SH-2-14 thru SH-2-14

2. (1) SSG is comparing his situation with another person's. In equity theory, there is a comparison ratio between the person compared and the person comparing. In this case SSG Jones is comparing his outcome against his brother-in-law. It doesn't matter if the comparison is incorrect; it is the comparison the individual is making.

SSG Jones		Brother-in-law
<u>40% of other's income (SSG Jones' perception)</u>	compared with	<u>High Income (2.5 times SSG Jones')</u>
50% more work		50% less work

(2) Resolution choices: In this case he is considering leaving the field. He is also altering his inputs as evidenced by showing less interest in subordinates and their problems.

(3) Leader might consider the following actions:

(a) Reward: As SSG Jones is on the promotion list, determine when his promotion will be effective and how you can help him get it.

(b) Punishment: Even if he is deciding to get out of the Army, he is still responsible for doing his assigned job. If he fails to perform to standard, corrective action must take place. Talking with him should, of course, occur first.

(c) Recognizing and meeting needs: Determine what needs SSG Jones is actually reflecting--is it security, or is it recognition (promotion)? If you can help solve the problem, do so. In SSG Jones' case, one thing may be to establish the reality of his perception about his brother-in-law. Has SSG Jones added his benefits into the equation? Does he have the skills to get the kind of job he would like to have? Etc. REF: SH-2

Situation 2

1. Expectancy Theory. Ref: SH-2-17 thru SH-2-20

2 a. Why expectancy: SGT Black is consciously making a decision not to train. The PSG had promised the SGT a reward (promotion) if he achieved a certain goal. When he did, the reward was not forthcoming.

b. What is:

Individual behavior(s)--Not preparing his tank crew for tank gunnery.

Performance outcomes--Tank crew not prepared for tank gunnery.

Probability of poor performance as a result.

Reward outcomes--Team will fail tank gunnery. For the SGT this will show the platoon how much he contributed to the organization.

c. What actions should the leader take?

1. Recognize and meet soldier needs.

Clarify needs and impact of actions on meeting his needs. In this case the SGT was promised a promotion and the promise was not acted upon (Sgt.'s perception). The leader needs to determine why the SGT's promotion recommendation did not go through and if it was negligence, consider preparing the paperwork.

2. Rewards and punishments:

The soldier needs to understand the relationship between his current actions and any actions, which you will take in his behalf. If the PSG's recommendation did not go forward due to negligence, consider preparing the paperwork with the understanding that the SGT will begin to prepare for the tank gunnery. Make the reward contingent upon performance but be sure that the reward is within your authority. If the SGT doesn't prepare his team during the time period, then the recommendation might not be initiated and punishment will be the next step. Ref: SH-2

NOTE: The responses provided are for guidance. The students may present additional actions. Accept the responses if they are well-thought-out and in accordance with the identified motivation theory.

PRACTICAL EXERCISE SHEET 2

Title	Job Characteristic Inventory						
Lesson Number/Title	L423 version 1 / MOTIVATE SUBORDINATES TO ACCOMPLISH UNIT MISSION						
Introduction	The Job Characteristics Inventory results help us identify jobs that could be redesigned and some, which should not be redesigned because they are already enriched or because they were inappropriate for redesign. Job redesign is a powerful tool, which you can use to assist you in motivating subordinates to accomplish the organization's mission.						
Motivator	This practical exercise will assist you in gaining a better understanding of the Job Characteristic Inventory and how it can be useful to you as a leader.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Action:</td> <td>Develop a motivation plan.</td> </tr> <tr> <td>Conditions:</td> <td>Given a situation that shows poorly motivated soldiers.</td> </tr> <tr> <td>Standards:</td> <td>Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.</td> </tr> </table>	Action:	Develop a motivation plan.	Conditions:	Given a situation that shows poorly motivated soldiers.	Standards:	Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.
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Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						

**Resource
Requirements**

Instructor Materials:
Chart paper/chalk board

Student Materials:
Chart paper/chalk board

**Special
Instructions**

None

Procedures

Follow the directions for the PE.

Practical Exercise 2

JOB CHARACTERISTIC INVENTORY

Directions:

Listed below are some statements which could describe a job. Please indicate the degree to which each statement is **true or not true** of your job, and the job of a subordinate (or your superior). Try to be as objective as you can in deciding your answer to the statement.

-2 -1 0 1 2
 Not True Slightly Not True Uncertain Slightly True True

Your job	Subordinate's Job (or Superior's Job)	This job
		1. provides much variety
		2. permits me to work on my own
		3. gives me the opportunity to see jobs or projects through to completion
		4. provides feedback on how well I am doing as I am working
		5. is relatively significant in our organization
		6. gives me considerable opportunity for independence and freedom in how I do the work
		7. requires a lot of work with other people
		8. gives me the opportunity to do a number of different things
		9. provides me an opportunity to find out how well I am doing
		10. is very significant or important in the broader scheme of things.
		11. provides an opportunity for independent thought and action.
		12. entails considerable dealings with others
		13. provides me with a great deal of variety at work
		14. gives me the opportunity to complete the work I start
		15. provides me with the feeling that I know whether I am performing well or poorly
		16. gives me the chance to do a job from the beginning to the end (i.e., a chance to do the whole job)
		17. is one that affects a lot of other people by how well the work gets done
		18. provides an opportunity to meet with others

JOB CHARACTERISTIC INVENTORY SCORING INSTRUCTIONS

For each of the six scales (A, B, C, D, E, F), compute a total score by summing the answers to the appropriate questions.

<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Question Number</th> <th style="text-align: center;">Your Job</th> <th style="text-align: center;">Subordinate's</th> </tr> </thead> <tbody> <tr> <td>1</td> <td style="text-align: center;">()</td> <td style="text-align: center;">()</td> </tr> <tr> <td>8</td> <td style="text-align: center;">()</td> <td style="text-align: center;">()</td> </tr> <tr> <td>13</td> <td style="text-align: center;">()</td> <td style="text-align: center;">()</td> </tr> <tr> <td>Total Score</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td></td> <td style="text-align: center;">A1</td> <td style="text-align: center;">A2</td> </tr> </tbody> </table>	Question Number	Your Job	Subordinate's	1	()	()	8	()	()	13	()	()	Total Score	_____	_____		A1	A2	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Question Number</th> <th style="text-align: center;">Your Job</th> <th style="text-align: center;">Subordinate's</th> </tr> </thead> <tbody> <tr> <td>2</td> <td style="text-align: center;">()</td> <td style="text-align: center;">()</td> </tr> <tr> <td>6</td> <td style="text-align: center;">()</td> <td style="text-align: center;">()</td> </tr> <tr> <td>11</td> <td style="text-align: center;">()</td> <td style="text-align: center;">()</td> </tr> <tr> <td>Total Score</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td></td> <td style="text-align: center;">B1</td> <td style="text-align: center;">B2</td> </tr> </tbody> </table>	Question Number	Your Job	Subordinate's	2	()	()	6	()	()	11	()	()	Total Score	_____	_____		B1	B2
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Next, on the following graphs, write a large "X" to indicate the total score of each scale for your job. Write a large "O" to indicate the total score for each scale for your subordinate's job. The negative side of the table is an indicator on the need for job redesign.

A. VARIETY	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
B. AUTONOMY	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
C. TASK IDENTITY	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
D. FEEDBACK	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
E. TASK SIGNIFICANCE	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
F. DEALING WITH OTHERS	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6

**Feedback
Requirements**

None

**SOLUTION FOR
PRACTICAL EXERCISE 2**

None

HANDOUTS FOR LESSON 1: L423 version 1

**This Appendix
Contains**

This Appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extract from TSP 158-L-1250, Motivate Subordinates to Accomplish Unit Missions	SH-2-1
SH-3, Pretest and Pretest Solution	SH-3-1
SH-4, Extract from FM 22-100, Army Leadership	SH-4-1

Student Handout 1

This student handout contains Advance Sheet

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of one hour and thirty minutes of small group instruction and one hour and twenty minutes of practical exercises.

Overview

You are a leader with subordinates and a specified mission, apply sound motivational techniques which will result in motivated soldiers who accomplish the unit mission. You will develop one motivation plan for each of the three case studies. Each plan will demonstrate a clear understanding and application of motivation theory and include: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation and (3) specific actions which the leader can take to motivate subordinates.

Learning Objective

Terminal Learning Objective (TLO)

Action:	Develop a motivation plan.
Conditions:	Given a situation that shows poorly motivated soldiers
Standards:	Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.

ELO A Discuss motivation theories and techniques.

ELO B Discuss Needs Motivation Theories.

ELO C Discuss Goal Setting as a Motivation Tool.

ELO D Analyze case studies.

ELO E Analyze jobs to determine appropriateness for redesign strategies.

Assignment

The student assignments for this lesson are:

- Read SH- 4, para 1-13 thru 1-16, 1-85, 2-113, 5-32 thru 5-38, 5-56 and 5-57.
 - Read SH-2.
 - Complete and grade assigned pretest prior to class (SH-3)
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Additional Subject Area Resources

None

Bring to Class

- Student Handouts
 - Pen or pencil.
 - Writing paper.
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Student Handout 2

This Student Handout Contains

This student handout contains 21 pages of extracted material from TSP 158-L-1250.

(Reading/Study) Requirement	Pages
Extract from TSP 158-L-1250, Motivate Subordinates to Accomplish Unit Missions	SH-2-2 thru SH-2-22

Disclaimer: The training developer downloaded this extract from <http://155.217.58.58/atdls.htm>. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

Student Handout 2

Leadership in Organizations (Extract)

Fundamentals of Motivation and Motivational Techniques

Motivating another person to accomplish a given task is a challenge no matter what your occupation. Motivating a person in the Army to accomplish a mission is particularly challenging when the task is physically hazardous or especially disagreeable. Getting soldiers to move forward under intense fire and to risk their lives so that a unit may succeed is important for leaders. Leaders must help soldiers overcome their fears and instill in them the will to succeed. Motivating soldiers requires leaders to be especially proficient in the competencies of communications, supervision, teaching and counseling, soldier team development and decision making.

Motivation can be defined as the cause of action. Motivation energizes human behavior. It causes a person to act. Motivation often explains why a person performs at a particular level. People can be motivated to do just about anything and conversely, they can be motivated to do absolutely nothing.

Methods of Motivation

In a previous course, you were introduced to five methods of motivating subordinates. Leaders can motivate soldiers by:

1. **Serving as an ethical standard bearers.** As a leader, you are an ethical standard bearer. Soldiers perform better if they have confidence in their leaders and in themselves. Your soldiers need you to be the example against which they can compare their own behavior and abilities. They want to depend on you to provide the moral force, which the values of our society demand. They want you to be good at your job, but they also want you to be decent and honorable. If soldiers are confident in you, they will develop the self-discipline and the will to fight courageously and do the right thing, regardless of danger.

2. **Developing cohesive soldiers teams.** You have undoubtedly noticed that when you are in a group you will attempt things that you would otherwise not attempt. The strength that comes from a cohesive group is a powerful motivator. Caring for your soldiers and working hard to make soldiering meaningful will assist in the development of cohesive soldier teams. It takes a lot of work to properly teach, coach, counsel, and train your soldiers but this creates bonds that lead to cohesion, trust and mutual respect. Studies have been conducted of individual acts of bravery and heroism. Soldiers typically do not perform great acts of heroism for the nation. They perform these acts to keep themselves and other soldiers alive. A soldier in a cohesive team is confident in their peers, their leaders, their equipment, and their training. By developing cohesive teams, you plant the seeds of motivation.

3. **Rewarding and punishing soldiers.** Rewards and punishment are often referred to as the consequence of an action. The consequences of an individual's actions can become an effective motivational tool. The rewards or punishment a soldier receives or expects to receive can be silent tools of motivation.

a. **Rewards:** We use the term rewards as a general expression of reinforcers of positive behavior. A reward is designed to promote desired behavior. A well-developed system of rewards, which is understood by soldiers, will affect performance. Subordinates become self-starters by attempting to achieve or earn rewards. Napoleon marveled at the motivational power of a small piece of ribbon (a decoration). He once said that if he had enough ribbon, he could conquer the world. When using rewards you must ensure that they are fairly and equitably distributed. If not, their value as a motivator will be diminished and they can ultimately become counterproductive. As a leader you must be aware of positive ways that you can use rewards as motivational tools.

Some of the tools you can use to reward your soldiers include:

- Set the example in terms of expected behavior. It is a lot easier to tell a soldier to do something that you can and will do than it is to tell him/her to do something that you can't or won't do. Leaders have to be credible and competent. Soldiers must have the confidence that their leaders know that they are telling them to do. Your soldiers need you to be the example to which they can compare their own behavior.

- Establish clear goals and objectives and publish them. Make sure that everyone knows what you are trying to do and that the objectives are achievable.

- Obtain recommendations from every leader in the chain on rewards, awards and schooling. This means identifying those who deserve either rewards, awards or schooling. It also means that the leader either approves the reward, award or schooling or that he/she exercises a degree of control over each.

- Use the established awards system to the maximum. Spend some of your in-processing time familiarizing yourself with the award policy of your unit. Find out who is eligible for what type of award. Ensure you check the policy for safety, driver, and mechanic awards as well. Find out what type of unit awards are available. There are Army programs for best maintenance, best supply, and best dining facility. Find out the nomination process.

- Create unit level certificates or awards for individuals and units. Have the artist in your platoon or section design a certificate for your unit such as a "broken wrench" maintenance award or the "crushed soda can" area police award.

- Reward the desired behavior of an individual or group promptly. For the reward to have its maximum value, present the soldier with the reward as quickly as possible to reinforce the desired behavior.

- Present awards at a retreat, parade, or some other appropriate unit ceremony. This makes the soldier receiving the award feel special. He/she is getting public recognition for doing something special. This helps motivate the soldier as well as the unit. However, waiting a month for an award ceremony may diminish the effect of the award.

- Give verbal praise liberally. Everyone likes to be told that they're doing a good job. Verbal praise does not cost anything and has a tremendously positive impact on an individual or a group.

- Develop awards and ways of recognizing the majority of your soldiers who consistently meet or exceed the standard.

- Promote those who work hard, achieve standards and influence others to achieve unit standards. The consistently high performing soldier is a positive role model. By promoting this soldier first, you send a silent message to the other members of your unit. By virtue of his or her performance, they deserve recognition for their efforts.

Each of the tools above has the potential to become a motivator. A decoration, a medal, a badge, a certificate, or a letter are small tangible objects, but they can mean a great deal to a soldier. Rewards are visible evidence to the soldier that their leader, their unit, and their country appreciate their courage or hard work. Well-chosen rewards normally increase a soldier's motivation to work for more recognition.

b. **Punishment:** As a leader, you must correct a soldier who does not perform to standard. If a soldier does not try, intentionally fails to meet your standard, or fails to follow your guidance, that behavior must not be allowed to go unchecked. Punishment is designed to reduce undesired behavior and prevent its recurrence. Leaders punish soldiers in an attempt to change behavior. It also shows others what they can expect if they choose to perform in a similar manner. Seeing what happens to a person who is unwilling or unmotivated to meet standards can have the same influence on behavior as firsthand experience. Although this is one of the least desirable aspects of leadership, a leader has the responsibility to counsel and punish. The leader has a number of tools available to motivate soldiers who do not perform to standard. These tools are often referred to as the coercive tools of motivation. It is important to remember that the type of punishment used should fit the situation. Examples of punishment or coercive tools of motivation include the following:

- Give warnings about inappropriate behavior.
- Use verbal and written reprimands when appropriate.
- Conduct reprimands, counseling and corrective action as privately and as quickly as possible after an offense.
- Direct the punishment or counseling at the behavior, not the subordinate.
- The subordinate must know the desired behavior and be able to perform it to standard.

When you use punishment tools you must:

- Let the soldiers know you are upset about the behavior and not about them.
- Let the soldiers know you care about them as people but expect more from them as soldiers.
- Do not punish soldiers who are unable to perform a task. Punish those unwilling or unmotivated to succeed.
- Never lose control of your temper.
- Do not hold a grudge after punishment is over.

c. **Group rewards and punishments.** While generally the same principles of reward and punishment apply in both individual and group cases, the latter is vastly more complicated because of the greater number of personalities involved, and because of their interactions--many of which the leader may or may not be aware. The basic problem is that group solutions not only apply to the group collectively, but to each individual in the group. It is often difficult for even the experienced leader to predict the important effects of rewards and punishments that are applied to the group. A group reward will be regarded differently by the various members. It is also unlikely that all group members performed or contributed equally hence, the same reward may be differentially rewarding.

Nevertheless, the group is a powerful influence of behavior. When the leader can inform the group in advance about the adverse consequence of their undesirable behavior, they may exert the internal pressure necessary to avoid the adversity and the results can be beneficial. When the consequence is reward or punishment for individuals or subgroups within a larger body, the leader must be sensitive to the resultant perceptions of equity, fairness, and timeliness by group members who have performed as expected, as well as those who did not. In this situation, the leader should also keep in mind that other organization members who were not involved in the performance may form their own perceptions of how the reward or punishment act was carried out.

Group rewards and punishments can be effective, especially when time is an issue. By using the group approaches, the leader must be willing to sacrifice the desirability and greater precision of the individual solution.

4. Recognizing and meeting soldier needs. All people have needs. Each of us needs food, water and shelter. Beyond these we need to feel secure in our home and work place. We need to belong to and be accepted by a group. We need to feel that we make a difference. Social scientists have developed several motivational theories based on the concept of needs. The underlying concept of all need theories of motivation is that an unsatisfied need creates a state of internal wanting or disequilibrium. In order to restore equilibrium, we are energized to reduce the need. In simple terms, a person will be motivated to do something, which he or she perceives will satisfy a need or reduce the tension of an unpleasant situation.

5. Serving as, and developing, positive role models. Role models within a unit can also be used as motivators. You know that soldiers learn through observation and imitation. We also know that a soldier's level of commitment increases when he or she recognizes that the leaders are committed to the unit and its goals. Each member of your unit is a role model and as such has the potential to contribute to or detract from individual motivation. Positive role models can be:

a. **Formal leaders.** Members of the formal chain of command are obviously role models. The members of the unit observe the actions of the officers and noncommissioned officers (NCOs) and the consequences of those actions. Leaders are constantly under the scrutiny of their subordinates. Officers and NCOs who demonstrate initiative, take responsibility for their actions, and develop well-trained, cohesive units, are positive role models. Soldiers will emulate their leaders and ultimately improve their own performance. When this occurs, role modeling is a positive motivator.

b. **Informal leaders.** Within each organization, leaders who are not part of the chain of command emerge. An informal leader is an individual whom peers look to for direction. He or she is both trusted and respected. Because the informal leader exercises a great deal of control and influence within an organization, it is essential that leaders identify the informal leaders as quickly as possible. Informal leaders can be used as an excellent role model for their peers. By tailoring your motivational tools to the informal leader, you can influence the actions of the unit. However, you must be careful not to overlook the beliefs and values of the other members of the unit. If informal leaders have a negative impact on the motivation of a unit, they must be dealt with quickly.

c. Successful soldiers. Each soldier is a unique individual. Leaders who know their soldiers can increase an individual's motivation by selecting tasks, which are realistic yet challenging. Others will observe a soldier's successful accomplishment of a task in the unit. Successful soldiers become role models for others who have not reached that level of achievement. An accurate understanding of your soldiers and their abilities is essential in developing successful soldiers.

Successful soldiers who become informal leaders are excellent role models. They have earned the trust and respect of their fellow soldiers. Leaders influence the actions of their unit by developing informal leaders who are positive role models. However, the leader must also be aware that an informal leader may also be a poor role model. If the informal leader models inappropriate behavior he/she negatively influences your unit and more importantly, your soldiers. When developing the informal leader, use caution. You don't want to give the impression that you're giving preferential treatment to a specific individual.

SUMMARY. Motivation results in action. By serving as an ethical standard bearer, building cohesive soldier teams, properly using rewards and punishments, recognizing and satisfying individual needs, and by serving as, and developing, positive role models, leaders motivate their subordinates to act in a way that helps the unit.

We have just presented actions, which the leader can take to motivate subordinates. But how do you decide which is the best action to take? Knowing actions you can take to improve motivation is important, but understanding the underlying motivation factors can help you to be an even more effective leader. The reading above included a short discussion of Maslow's Hierarchy of Needs and other theorists such as Alderfer and Herzberg (summaries below), and discussed motivation in terms of motivation being internal to the individual or work environment. These theories are concerned with identifying what it is within an individual or the work environment that energizes and sustain behavior. That is, what specific things motivate people?

THEORIES OF MOTIVATION

Section I: Needs Theories

Needs theories of motivation assume that all people share a common set of basic needs--internal states of tension or discomfort that the individual is motivated to change. The needs theories of motivation are considered to be the most popular of the motivation theories.

The underlying concept of all need approaches is that a need that is unsatisfied creates a state of internal disequilibrium which is uncomfortable for the individual. In order to restore equilibrium, the individual is "energized" to reduce the need. This approach assumes that human beings constantly seek a state of equilibrium. When thirsty, one drinks to reduce the feeling of thirst. When dissatisfied with a job, we do something to solve the problem. In motivation terms, the individual is motivated to engage in behaviors that will satisfy a need and reduce associated tension.

A. MASLOW'S HIERARCHY OF NEEDS

The best known of the need theories of motivation is Abraham H. Maslow's hierarchy of needs theory. Maslow's theory is popular because of the optimistic picture of human nature that it presents. He originally proposed his theory as a study of the ultimate human goals that people seek. Maslow's theory stresses two basic premises:

1. Human beings are constantly in a state of "wanting." Needs which are not satisfied are motivators. Needs which have been satisfied can not be motivators. Humans rarely reach a state of complete homeostasis or satisfaction. As soon as one desire is gratified, another surfaces to take its place. Maslow believed that humans are always "wanting."

2. Human needs are arranged in order of importance. Once a need is satisfied, another takes its place. The needs range from fundamental animal needs (lower level) to the more advanced human needs that represent the uniqueness of mankind (higher levels). They are represented in the chart below in ascending order. Those at the bottom of the drawing must be satisfied before the higher-level needs can be satisfied.

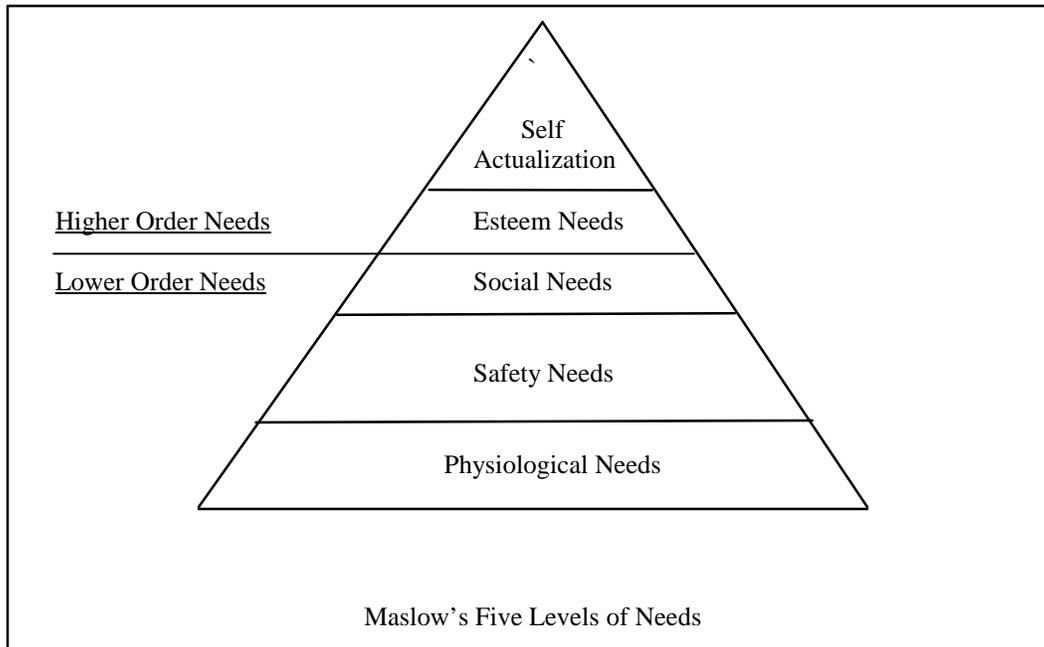
- a. Physiological needs are basic to the survival of the organism and include such things as food, water, rest, shelter, and air. The physiological needs will dominate when they are unsatisfied. As a result, no other need will serve as a basis for motivation until the physiological needs are met. For example, Maslow stated, "a person who is lacking food, safety, love and esteem probably would hunger for food more strongly than for anything else."

- b. Safety needs are concerned with providing a safe and secure environment, free from threats to one's existence. Safety needs also include areas such as protection from ill health, economic disaster, physical harm and the unexpected. Safety needs may be manifested in the subordinate's concern with job security and benefits.

3. Social needs deal with the need for friendship, affection, and affiliation, and is sometimes referred to as belonging or need for love. It is at this point that the needs separate from the physical or quasi-physical needs and where failure to satisfy the needs at this level can affect the individual's mental health.

4. Esteem needs are concerned with the desire of individuals to have a stable, high evaluation of themselves and to have respect from other people. Satisfaction of these needs leads to a feeling of self-confidence and prestige.

5. Self-actualization needs refer to the desire to achieve self-fulfillment, to develop one's potential to the fullest, to become everything that one is capable of becoming, and to achieve fulfillment of one's life goals.



Maslow argues that needs are arranged in a hierarchy of importance in which each lower level need must be fulfilled to some degree of satisfaction before advancing to the next higher level need. Hence we see that Maslow considers a lower level need as being the most potent motivator when it is not satisfied. On the other hand, Maslow does not propose that a lower level need must be completely satisfied before the next higher level need becomes important. In fact, Maslow said that “...most members of our society who are normal are partially satisfied in all their basic needs...”

Maslow uses the concepts of deprivation and satisfaction to change his theory from one that merely categorizes needs to one that tells how needs affect behavior. The deprivation/ satisfaction process deals with the way in which needs are activated by the external environment to produce need-fulfilling behaviors. The deprivation concept is used to explain the temporary dominance of a particular need level over others. Maslow's position is that environmental deprivation of lower level needs would lead to a domination of that need level in the person's day-to-day activities. For example, those who have been on a restricted diet know the craving that follows notification that certain foods are now banned. The longer we go without satisfying that need, the more it dominates every sensory attention. We may even notice pictures of the restricted foods where we have never noticed them before. After that dominant need is finally satisfied, however, we no longer pay particular attention to that food--another need is activated. So we have a continuous process where each need level in turn becomes satisfied, and the next need level becomes dominant until all lower level needs have been satisfied and we become primarily concerned with the need for self-actualization.

Maslow referred to lower order needs as “deficiency needs” and to higher order needs as “growth needs.” The deficiency needs consist of physiological, safety, and social (love/belonging) needs. The growth needs are esteem and self-actualization. The distinction between the deficiency needs and the growth needs is key to Maslow's theory. Deficiency needs motivate behavior only if they are in a state of deprivation. In other words, the less you have, the more you want, and the more you will do for it. However, once a deficiency need is satisfied, it loses its motivating force. People will go to great lengths to satisfy thirst, but, once satisfied, water will probably not motivate behavior any longer (at least not immediately). Growth needs, on the other hand, are those that continue to motivate behavior even when whatever it is that satisfies the need is being received. For growth needs, the more

you get, the more you want, and the more you will do for it! Receiving recognition and praise from others usually increases the motivational force of esteem needs.

B. ALDERFER'S THEORY: EXISTENCE, RELATEDNESS, AND GROWTH

Research based on Maslow's concept of needs demonstrated some problems with his hierarchy of needs theory. Although findings appeared consistent in the very low levels and at high levels, conflicting findings were reported in the areas of social, safety, and esteem. Primarily, there appeared to be a great deal of overlap in these three levels. For this reason, Clayton P. Alderfer, another need theorist, modified Maslow's approach and developed what he calls Existence, Relatedness, and Growth (ERG) theory. The major differences between the Maslow and Alderfer approaches center around three concepts: how needs are categorized, the relationship of needs and levels, and what happens when a need is not satisfied.

To clear up the overlaps in Maslow's hierarchy, Alderfer rearranged Maslow's five levels into three categories shown in the figure below. Alderfer proposed that security, social, and esteem (from others) is a common type of need as they all involve some interpersonal relationship. He therefore combined these into a single class of needs called "relatedness needs." Self-esteem is based on internal cues of personal achievement, independence, and goal achievement, and thus appears very close to self-actualization. These two needs are combined into "growth needs" in ERG theory. Finally, those safety needs, which are related to physical (as opposed to interpersonal) security, could be seen as strongly akin to physiological needs. These two levels he combined into "existence needs."

The second concept addressed differently in the two theories is the relationship between needs and levels. Recall that Maslow suggests a strict hierarchy--all lower needs must be minimally satisfied before a higher need can be operative. ERG theory, although hierarchical, does not presuppose a strict hierarchy. Thus, in ERG theory, it is not contradictory that a person will deny himself basic needs in order to be creative or to gain the esteem of others. Consider, for example, the inconsistency that the hunger striker poses for a strict hierarchical approach.

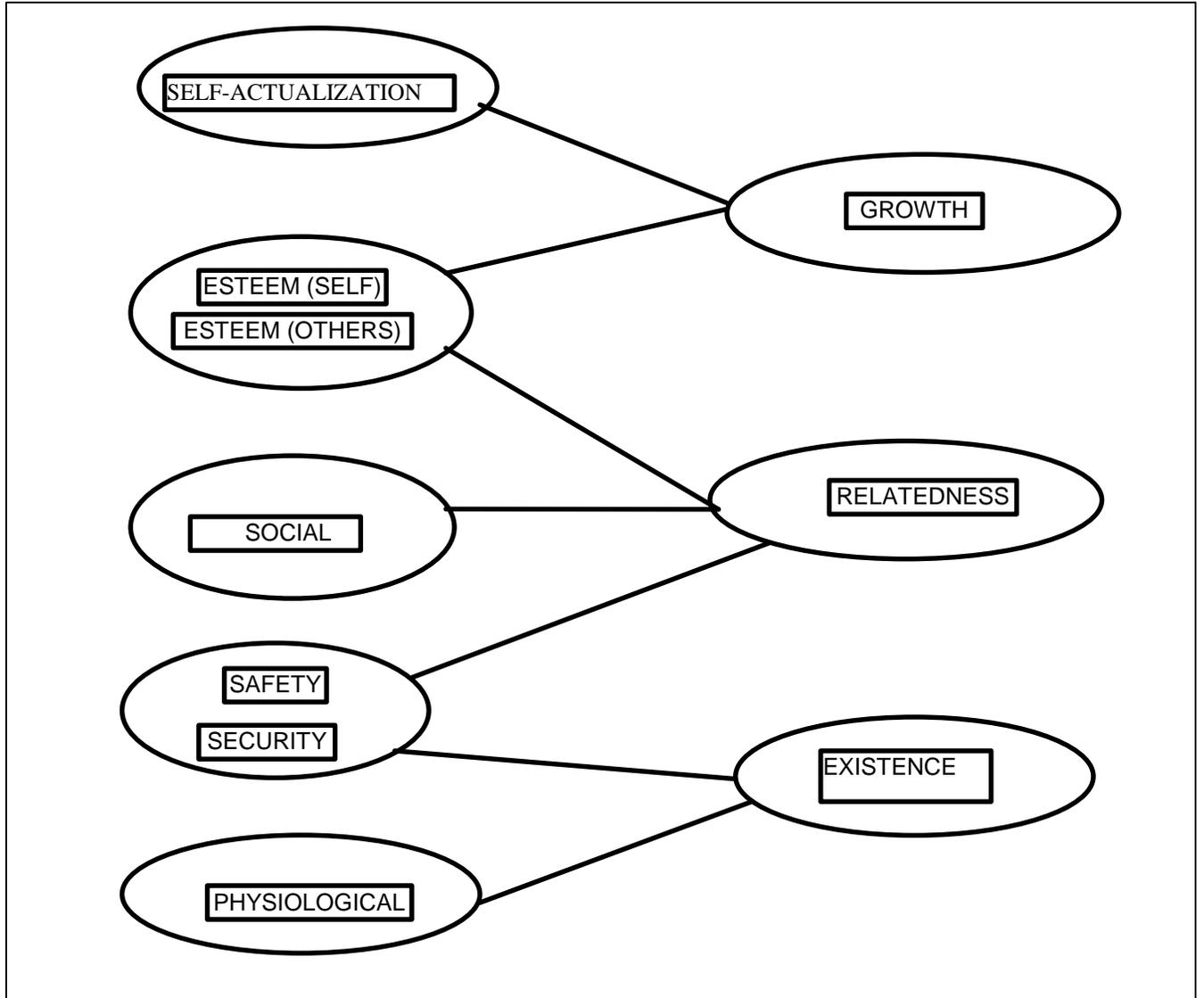
The final difference concerns the relationship of needs and dissatisfaction. Although Maslow and Alderfer would agree that satisfaction at each need level leads to desire at the next higher one, they see a difference in what happens to unsatisfied needs. In Maslow's theory, an unsatisfied need provides motivation. For example, to the extent that all lower level needs are satisfied and self-actualization is not, people will be motivated to self-actualize. ERG theory provides a more complex view of this relationship. To the extent that a need is not satisfied, it provides motivation. However, if the drive for that need is frustrated, people may compensate by substituting fulfillment at the next lower need level. Thus, to the extent that growth needs are desired and not satisfied, people may turn to relatedness needs as an alternative. Also, to the extent that relatedness needs are unsatisfied, people will continue to seek relatedness, but may also increase their desire for existence needs. Thus, according to Alderfer, an unsatisfied need does not necessarily motivate only at that level, but may also be compensated for at a lower level.

This distinction is particularly important because the leader may compensate a subordinate by concentrating on relatedness needs when growth needs cannot be met on the job. For instance, sometimes organizations emphasize the "family" aspect of the organization or use slogans such as "We take care of our own" as compensation for the lack of challenging jobs. This, in effect, emphasizes the fulfillment of the need to feel wanted or secure to make up for the deficiency in a feeling of accomplishment or achievement.

MASLOW

ALDERFER

Comparison of Maslow and Alderfer's Need Categories



C. HERZBERG’S TWO-FACTOR THEORY:

Herzberg’s works centered on the job or work itself and what can be done with it to enhance individual motivation. Basically Herzberg’s work looks at such issues surrounding restructuring a job to increase subordinate performance. His studies deal with factors, which are job satisfiers, and how they differ from factors, which result in dissatisfaction. His work lead him to draw two main categories of factors:

1. **Maintenance factors.** There are factors/conditions, which serve primarily as dissatisfiers to workers when they are not present. Herzberg called these factors the Maintenance Factors. The presence of Maintenance Factors does not result in strong motivation. Rather, it is the absence of these factors which leads to dissatisfaction. In other words, the factors are more potent as dissatisfiers when they are absent than they are as motivators when they are present. Some of these factors include:

- | | |
|--|-----------------|
| Policy and administration | Salary |
| Technical supervision | Job security |
| Interpersonal relations with supervisor,
peers and subordinates | Personal life |
| Status | Work conditions |

2. **Motivational factors.** Herzberg also identified a second set of factors that lead to high levels of motivation and job satisfaction when they are present, but which do not prove to be highly dissatisfying if they are absent. Herzberg named these factors Motivational Factors. The following factors are among those that he identified as Motivational Factors:

- | | |
|-------------|--------------------------------|
| Achievement | The work itself |
| Advancement | Possibility of personal growth |
| Recognition | Responsibility |

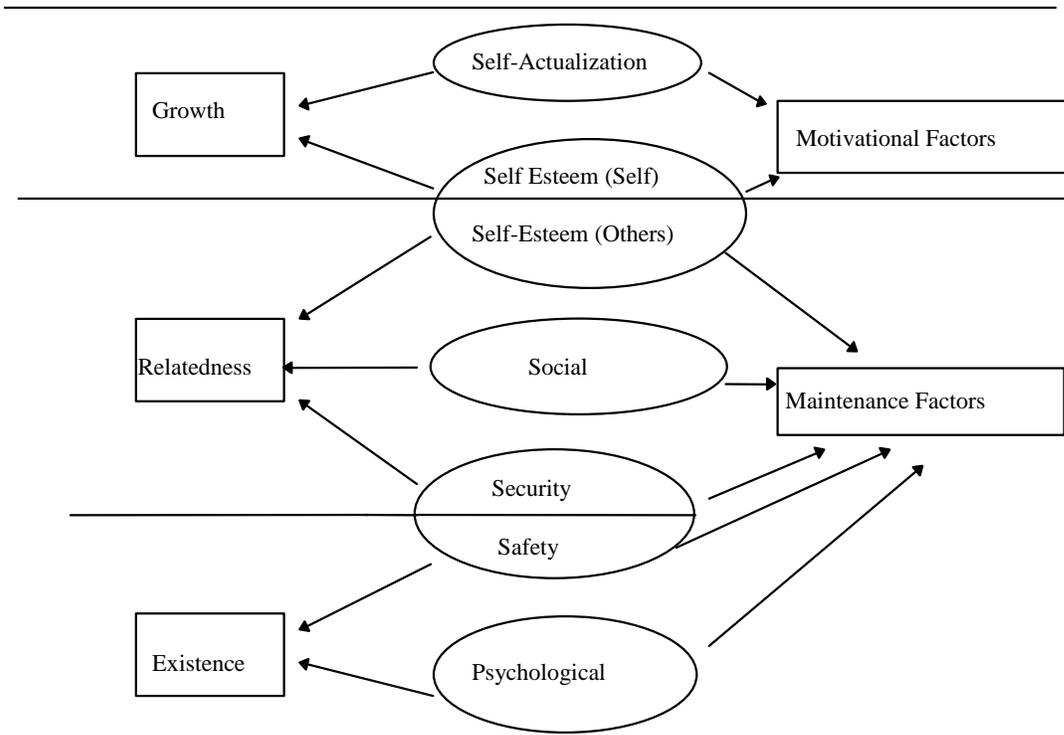
Thus, Herzberg found that the opposite of job “satisfaction” is not “dissatisfaction” but “no satisfaction.”

A comparison of Herzberg’s two factors is presented below:

FACTOR TYPE	ABSENCE OF FACTOR	PRESENCE OF FACTOR
Maintenance Factors	Dissatisfaction	No dissatisfaction
Motivational Factors	No satisfaction	Satisfaction

Herzberg’s work has led to interest in job enrichment that attempts to restructure the job to increase the worker’s job satisfaction. Herzberg ‘s theory implies that if leaders focus on Maintenance Factors, motivation will not occur. Motivation must be built into the job itself in order to improve motivation.

Below is a comparison of the three motivational theories about which you read: Maslow, Alderfer, and Herzberg. Similarities and differences between the three theories can easily be seen.



ALDERFER

MASLOW

HERZBERG

COMPARISON OF ALDERFER, MASLOW AND HERZBERG'S THEORIES

Section II: Process Theories

Other theories of motivation try to explain and describe the process of how behavior is energized, directed, sustained, and finally stopped. Some of the theories of this type we are going to cover include the following approaches: Equity Theory, Expectancy Theory, Goal Setting and Job Redesign. These theories provide you with ways that you can look at your work environment and make appropriate behavioral and organizational changes that may result in increased motivation on part of your subordinates. These theories first attempt to define the major variables necessary for explaining choice (e.g., should I work hard), effort (e.g., how much do I need to work), and persistence (e.g., how long do I have to keep this pace).

A. EQUITY THEORY

Have you ever been in a situation where, after you worked hard to obtain a reward, you were dissatisfied with the reward you received? Perhaps the reward was one that was offered to other people also. Was it received by someone you didn't think devoted as much effort to earning it as you did? Perhaps your sense of fairness was violated. Humans have a culturally induced belief that life owes them a "fair shake." This desire for equity is based on the belief that there should be an equitable distribution of rewards based on contributions. What we get out of our work should reflect what we put into it. Equity theory states that we judge the equity of our outcomes by a process of comparison. We generally believe that there should be an equitable distribution of rewards based on an individual's input.

Equity theory removes needs from their social isolation and makes the assumption that people engage in social comparison and are attentive to the process of exchanging their work contributions for organizational rewards. Either the exchange is perceived as equitable, or some adjustment will have to be made. As with need theories (Maslow is an example), equity theory assumes that a feeling of inequity will result in tension within the individual, and that the individual will be motivated to reduce that tension. The behaviors associated with this tension reduction provide the key for a motivational strategy for leaders.

The clear implication of equity theory for leaders is that they must insure that there is a perception of fairness associated with the organizational rewards system. If this sense of fairness does not exist, the leader must take steps to establish it in the minds of the subordinates as well as within the objective reality of the rewards system. (It is important to remember that the way people perceive things is more important to subsequent behavior than is the objective reality--the way things actually are.)

Equity theory involves the inputs a person brings to the work environment and the outcomes the person receives as a result of those inputs. It is the ratio of these inputs to outcomes in comparison with the perception of this ratio for other persons which is of importance to the leader. People normally compare themselves with others whom they see as being like themselves in terms of either similar past experience or similar interests. For example, the "A" student probably compares himself/herself with other "A" students. The comparison person usually is not the same in all situations. For example, we do not use the same comparison person in academic, sports, and work situations. Also, the comparison person may be a composite, or ideal, rather than an actual person.

The notation used to describe the comparison ratio is:

$\frac{\text{Own Outcomes}}{\text{Own Inputs}}$	compared with	$\frac{\text{Other's Outcomes}}{\text{Other's Inputs}}$
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Suppose you work hard and the organization promotes you ahead of schedule, while peers fail to work hard and are not promoted early. The notation would be as follows:

Individual <u>High Outcome (Early promotion)</u> <u>High Input (Work Hard)</u>	compared with	Others <u>Low Outcome (No early promotion)</u> <u>Low Input (Not working hard)</u>
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Based on the ratios above, you would probably conclude that this is an equitable situation where hard work resulted in your early promotion while your peers, who did not work hard, did not receive a reward. If however, the situation presented by the following set of ratios occurred, you might not feel the same way:

Own		Others
<u>High Outcomes</u>	compared with	<u>High Outcomes</u>
<u>High Inputs</u>		<u>Low Inputs</u>

In the second example, where peers receive the same outcome without contributing the same degree of inputs, you would probably find inequity existing and would probably be disturbed and frustrated. As you can conclude, inequity has two aspects. First, people feel under-rewarded when they receive fewer outcomes than they think they deserve. Second, people feel over-rewarded when they receive more in outcomes than they feel they deserve. Thus, the three conditions that can result under equity theory are equity, under-reward, and over-reward.

How does the equity theory relate to motivation? As long as a feeling of equity exists, individuals will continue to operate as they have been doing. A feeling of over reward usually is not a problem for the individual. However, if the individual feels under rewarded, you have a motivation problem. Additionally, the theory suggests that the strength of the motivational force is directly proportional to the degree of inequity.

Equity Restoration Strategies

A person experiencing inequity uses one of six equity restoration strategies to return to a state of equity.

1. The individual may alter inputs. The most direct motivational strategy is for the individual to change their job input--to do more or less work--thereby restoring perceived equity. If, for instance, the imbalance is the direction of under-reward, reduction of input is a common strategy. When people feel over-rewarded, however, they tend to restore equity by means other than increasing input. People are reluctant to change inputs which are directly related to self-esteem--few people, for instance, will de-value themselves to gain more organizational rewards. For the leader, this means that providing more rewards may not increase performance (input), but that providing too few, may reduce it.

2. The individual may alter outcomes. Usually this involves trying to get more for what is being done, rather than trying to get less for doing too little. People will try to maximize outcomes that are important to them as well as resist changing outcomes that threaten self-esteem. Sometimes they may even resort to unethical efforts to restore equity. For the leader, this reinforces the need to be sensitive to perceived inequity, and to increase rewards when appropriate.

3. The individual may cognitively distort inputs and outcomes. Although it is difficult to distort objective reality, people can and will distort the impact of different aspects of the real situation to resolve inequity. To say to oneself, "That wasn't very important anyway," is one way to distort an outcome that you have worked for but failed to receive. Again, cognitive changes that threaten self-esteem will be resisted. Also, it is often easier to distort one's perception of someone else's inputs or outcomes than our own. The individual may say, for example, "We may be getting the same pay, but the boss thinks more highly of me than of him because I work harder."

4. The individual may act on the comparison other. Simply, the individual may try to get the comparison other to change either inputs or outcomes. We observe this happening with informal norms that restrict production, or in situations where pressure is placed on a group member to decrease work inputs. Comments such as, "What are you trying to do, make the rest of us look bad?" are powerful demotivators which seek to restore equity.

5. The individual may change the comparison other. If people cannot resolve the inequity between themselves and a reference other, they may simply change the reference point. People who have a comparison other that they have been using for a long time, however, normally find it difficult to change the object of comparison.

6. The individual may leave the field. Quitting is a realistic escape from a situation of inequity, and absenteeism and turnover are prime indicators of perceived inequity. For people who have been with the organization for a long time, quitting is usually a last-resort strategy.

Equity theory predicts that subordinates in organizations will take one or more of the six steps discussed above as an inequity resolution strategy. Note that the only strategies with a direct effect upon behavior changes are the alterations of one's own inputs and quitting. All of the other strategies may affect behavior indirectly, but generally restrict themselves to attitude changes or attempts to change environment rather than performance. The most appropriate place for the leader to intervene, then, is where inequity affects behavior. It is important for the leader to understand the vital role of perception in motivation. A person's expectancies, depend upon a person's perceptions. The importance of perceptual differences among workers with similar skill levels is made obvious by the expectancy theory. Different levels of motivation among people with similar skills could be explained in terms of perceptual differences.

The major observation for the leader here is that several of the resolution strategies are potentially adverse for the organization. Therefore, the lesson of equity theory for the organizational leader is prevention of perceived and actual inequity. The major underlying premise of equity theory is that the whole comparison process is based on the perceived situation, which may or may not reflect reality. The leader must be alert to perceived inputs by subordinates, as well as to the fairness of the outcomes provided for those inputs. A knowledge of equity theory puts pressure on the leader to discriminate in allocating rewards based on performance. Further, perceptions of inequity demand that the leader insures that the objective reality of organizational reward systems is clear to all subordinates. Leaders should be able to analyze the reward system from a subordinate's viewpoint. In conclusion, equity theory tells us that organizational rewards must depend on level of performance so that there is perceived equity (not necessarily equality).

B. EXPECTANCY THEORY

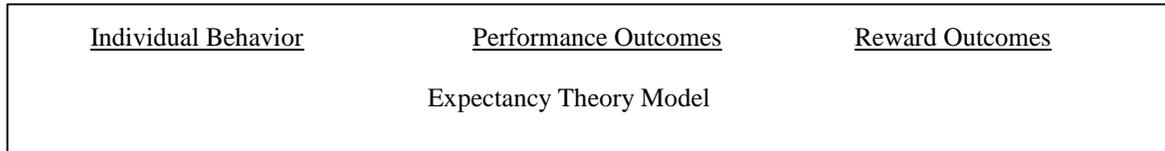
The anticipation of a reward or punishment also motivates people. This is called expectancy theory. When a person expects an important reward, there is an increase in the intensity and persistence of behavior directed toward that reward. The expectancy of a reward motivates behavior. The expectancy theory is based on four assumptions:

1. Behavior is caused by a number of forces in the work environment and in the individual.
2. People consciously make decisions about their behavior.
3. People have different types of needs, goals, and desires.
4. People will do things, which will result in favorable outcomes and will avoid those behaviors that lead to unfavorable outcomes.

A person who expects or anticipates a valued reward will work hard to achieve the level of performance necessary to receive the reward. However, performance is not simply working hard. In addition to effort, innate skills and abilities limit the performance level of an individual. If this is the case, no matter how motivated the subordinate is, it is unlikely that performance will exceed a certain ability level. Therefore, a leader's motivation strategy must include an assessment of the skills and abilities of subordinates. A third variable that must be considered by the leader is the knowledge on the part of the subordinate of those job-related behaviors, which lead to a desired performance level. This is different from ability. Such behaviors may include some work behaviors that the boss desires even though the subordinate may not see the relation between these and objective performance

outcomes. People may learn “what to do” through prior learning in similar circumstances, through communication with more experienced workers, and through experience on the job. They usually learn “how to do” from the boss. That is, they learn how the boss wants the job performed. So, performance in work settings is a function of three interrelated variables: subordinate skills, abilities, and personality; subordinate effort; and accuracy of subordinate perception of how the boss wants the job done.

The expectancy theory is a complex motivational theory. However, it is an important theory as it provides a great deal of insight into why some attempts to motivate soldiers are successful and others fail. To better understand the theory, let's build a model of it.



Individual behaviors are the actions a person performs. Performance outcomes are the results of the individual's behavior or action. Some of these outcomes are desirable for the unit, others are not. Use the following example to clarify the model.

Individual behaviors are the actions a person performs. Performance outcomes are the results of the individual's behavior or action. Some of these outcomes are desirable for the unit, others are not. Use the following example to clarify the model.

Example: Everyone has to take the PT test twice a year. If we practice the three events regularly (individual behaviors), the practice should result in a higher number of repetitions and faster time on the two-mile run (performance outcomes). The high number of repetitions and faster time, however, are valuable to us only because of the reward outcomes associated with them which is pass the PT test or, in many cases, max the PT test.

Reward outcomes are either intrinsic or extrinsic. The satisfaction and sense of achievement from being physically fit may be reward enough. This is an intrinsic reward because the behavior is important in and of itself. If, on the other hand, the soldier strives to obtain a high score on the PT test just to earn the respect of his peers or superiors, the reward is extrinsic. The reward is not tied to the behavior but rather to the associated needs. The individual controls intrinsic rewards. Others generally control extrinsic rewards.

Unfortunately, not all soldiers are intrinsically motivated to accomplish their assigned tasks and responsibilities. Leaders who understand what motivates their soldiers can use expectancy theory to improve individual and unit performance. Let's take a more detailed look at our model.

How can the leader view the expectancy theory in terms of value to the organization? We have three sets of variables displayed in the model: individual behaviors, performance outcomes, and reward outcomes. The relationship between the individual's behavior and the performance outcome is the expectancy or the belief that a given behavior will result in the desired performance outcome. This belief is subjective

Example: The belief is that by practicing push-ups or sit-ups, you will achieve the performance outcome (a high number of repetitions on the PT test) is the expectancy.

Leaders affect the expectancy or belief by teaching the subordinate behaviors that lead to the performance outcome. If the subordinates really believe that the behaviors they learn or do lead to the performance outcome, there is a high degree of expectancy.

Example: Let's look at our PT test example. A platoon leader starts a PT test training program with the goal of having everyone in the platoon achieve a minimum of 60 push-ups, 60 sit-ups and running 2 miles in 15 minutes. The behaviors are training in preparation for the PT test. The performance outcomes of obtaining 60, 60 and a 15-minute two-mile time would have a high expectancy for most soldiers since most of the soldiers probably believe that, with practice, they can obtain these goals.

There is also a relationship between the performance outcome and the reward outcome. If the subordinate knows that by achieving the desired level of performance, valued reward outcomes follow, we can say that the act of achieving the performance outcome is instrumental in obtaining the reward outcomes. We call this relationship the instrumentality relationship. You'll notice that the instrumentality is a relationship between two outcomes-- performance and reward. Leaders exercise the greatest degree of control over these two outcomes. First, they are generally the ones who set the performance standard. Second, they generally have full control over the reward for achieving the desired level of performance. In order to motivate soldiers, the soldiers must be reasonably certain that the leader will provide the reward. If the leader's track record of providing rewards is good there will be a high instrumentality level. If the leader's track record is poor-the instrumentality level is low and the subordinate is less likely to achieve the performance outcome. In short, the instrumentality is dependent upon the leader's ability to ensure the promised rewards are available from the organization.

Example: Our platoon leader wants to reward all those soldiers who achieve his goal of 60, 60 and 15 minutes. He/she decides to make PT optional for those who achieve his/her goal. Since the PT test training sessions are the idea of the platoon leader and he/she runs the sessions, then the instrumentality of this reward would be high. The soldiers can expect to achieve this reward if they obtain the leader's PT goals. If the PT test training program is a company level program and the platoon leader promised the same reward while the company commander announces something different, then the instrumentality of the platoon leader's reward would be low.

The final aspect of the basic expectancy theory addresses the importance of each outcome. The term given to the importance that the subordinates place on each outcome is called valence.

In our example, the reward of being exempt from the PT sessions may have a high valence if the PT sessions are held under unpleasant conditions or after duty hours. Also, if being recognized as an individual excused from PT gives soldiers additional status or recognition from other soldiers, that may contribute to a positive valence of the reward outcome. If, however, the soldiers who are excused from PT catch a lot of flack from other soldiers, that reward outcome may have a negative valence. This would also be true if the soldiers attending the PT sessions view by as a fun, team building activity. In both of these cases, the valence of the reward outcome would negate the purpose of the reward. The important point is that the leader must carefully determine the valence of the reward outcome before linking the performance outcome to the reward outcome.

The brief summary below presents an illustrative list of leader actions available to the organizational leader to increase a subordinate's expectancy, instrumentality and/or valence:

1. To increase expectancy (Can I achieve the desired level of task performance?):
 - a. Clarify the relationship between individual behavior and performance outcomes. Show the subordinate what specific behavior will lead to the desired performance outcome.
 - b. Lower the performance outcome/standard, if consistent with organizational goals.
 - c. Conduct additional training for the subordinate.
 - d. Alter the subordinate's perception of his/her capabilities, (i.e., build the subordinate's self-confidence).
 - e. Restructure the work environment (resource availability, etc.).
2. To increase instrumentality (What is the probability that rewards will be received as a result of the performance?):
 - a. Ensure that a well defined performance outcome to reward outcome relationship is established, effectively communicated, and understood by all. Make the reward contingent on the desired performance outcome.
 - b. Ensure that equitable rewards are available, contingent on performance, and consistently administered in a timely manner.
3. To increase valence (How highly do I value the reward outcomes?):
 - a. Determine what reward outcomes are valued (via surveys, direct observations, direct inquiries, need theories, etc.) and provide those outcomes.
 - b. Clarify individual perceptions concerning the value of reaching particular performance outcome. The individual may be overlooking some critical reward outcomes that are associated with the performance outcome in question.

How can you use this theory? You, the leader, can motivate soldiers by influencing the expectancy, the instrumentality, and the valence. You can make the expectancy high by making the desired performance outcomes challenging but achievable. You can make the instrumentality high by promising only the rewards that you can provide and by following through with the rewards you promise. Finally, you can make sure that the awards are desirable. High expectancy, high instrumentality and high valence help motivate soldiers to perform at a high level.

C. GOAL SETTING THEORY

Goal setting also affects motivation. Simply stated, goal setting is a process where leaders and their subordinates jointly identify common objectives, define subordinates' major areas of responsibility in terms of the results expected, through mutual agreement obtain the subordinates' personal commitment, and use these objectives as guides for operating the unit and assessing the contribution of each of its members. This is one approach to motivation--establishing clear goals and objectives. The subordinates want to work because they thoroughly understand what is expected of them and what they need to accomplish. The subordinates feel a sense of ownership in the organization's goals. Goal setting is the theory behind the current officer evaluation report support form.

The positive side of goal setting is that it places the leader's emphasis on results rather than handling daily crises. Teamwork is improved because of more clearly defined goals, established priorities and planned resource allocation. Goal setting provides for the possibility of clear standards for performance evaluation and creates an environment for constructive and timely criticism, better communications and greater subordinate development. Since subordinates know what is expected of them, know what constitutes success, and agree to the objectives, they are motivated to accomplish their jobs.

The leader must be careful that the goal setting process fits the needs and realities of the organization. Some leaders feel threatened by goal setting because they believe they lose control and authority when subordinates are allowed to help in setting goals and action plans. The leader must ensure the goals are achievable by subordinates but still challenging. Leaders must be careful not to place too much emphasis on numerically measurable results. This creates a climate of leadership by statistics and involves an extraordinary amount of paperwork. If used well, the positive aspects of goal setting outweigh the limitations. The periodic review of the progress achieved by the leader and subordinate greatly assists in the development of subordinates, improves communication, increases individual motivation and improves the organization's planning capability.

How can you use this theory? Research indicates that goals which are both specific and difficult result in consistently higher effort and performance than when the established goal focuses on "do your best" type goals. Secondly, goal commitment is critical. Even though subordinate participation in developing the goals is one way to increase commitment, goals set by the leader or jointly between the leader and subordinates can both result in the accomplishment of the desired goal. Subordinates were as committed to goals assigned to them as they were to the goals they helped establish when they viewed the leader as having the legitimate authority, having confidence in the subordinates and having clear standards for the performance. Regardless of the source of the goals, subordinates exerted the greatest effort when the goals were accompanied by feedback--subordinates getting goals or feedback alone generally exerted less effort to accomplish the goals.

In research dealing specifically with group performance, it is found that goal specificity is critical for improving group performance. Leaders with the highest performing groups worked with followers to jointly set goals and also gave concrete feedback on goal progress. Leaders who used participatory goal setting or provided feedback were not as successful. If time is limited, however, it may be preferable for the group leader to establish challenging goals and provided ongoing concrete feedback instead of taking the time to engage the group in participative goal-setting efforts.

In summary, successfully completing goals provides subordinates with a sense of accomplishment and satisfaction, and a greater sense of motivation. You can achieve these goals by talking to your subordinates about the unit goals, your goals and their goals, involving the subordinates in establishing goals when possible, and providing them on-going concrete feedback about the accomplishment of the established goals.

D. JOB REDESIGN

The last motivation concept we will examine is that of job redesign. The main assumption in job redesign is that the job itself promotes motivation. To use a term we discussed earlier, the intrinsic rewards of the job are the most important rewards. You may not be able to use the concept of job redesign in every assignment, but you can use the concept when you reach positions of greater authority and responsibility.

As you read the material on job redesign, you will find that high growth strength persons--persons who characteristically seek additional responsibility and challenge in their work--prefer jobs that they find challenging. The absence of certain core dimensions which make the jobs challenging may cause high growth need strength persons to become dissatisfied, unmotivated, and unwilling to perform well or even to attend work regularly.

Core job dimensions represent the key attributes of the job itself which can be affected by the leader through job design efforts. There are three major core job dimensions: skill variety, the degree to which different skills are needed for the job; task identity, the degree to which the job can be seen as a meaningful chunk of work by the subordinates; and task significance, the degree to which the subordinate sees the job as having importance for the organization as a whole. The three-core job dimensions impact directly on the experienced meaningfulness of the work that the subordinate does. Essentially, if subordinates can say to themselves that their work is important to others, requires a number of challenging skills, and can be identified as a meaningful whole, the experienced feeling of the subordinates will be one of meaningfulness.

Two aspects of the work that can impact directly on critical psychological states are the autonomy which the work allows and the feedback from leaders and others which the subordinates gain from doing the work. Increased autonomy will bring about feelings of increased responsibility for the outcomes of the work. Likewise, increased feedback will give the subordinate a more complete knowledge of the actual results of the work activity.

Implementing concepts:

The following implementing concepts are strategies which leaders can employ to redesign work, thereby increasing subordinate motivation toward quality organizational performance:

1. Combining tasks refers to the strategy prevalent in most job enlargement (adding additional duties or rotating the subordinate through a number of different jobs) and job enrichment efforts (enriching the job through vertical expansion). Segmented jobs are re-combined to add depth or scope to each job. This strategy affects both the skill variety and task identifies dimensions--which, in turn, impacts on feelings of meaningfulness.
2. Forming natural work units means breaking up the workflow at some natural break point to create a meaningful chunk of work. Work units are designed so that one worker or group of workers, in the case of large tasks, has responsibility for an identifiable body of work (such as a jeep engine). This strategy is expected to increase both task identify and task significance.
3. Establishing client relationships has to do with increasing the control of the subordinate for the input and output aspects of the job. The individual is given responsibility for direct contact with those who receive the finished output and contact with the client is maintained by the subordinate rather than by someone else in the chain of command. This strategy can affect skill variety and autonomy and can provide the individual subordinate with direct and work-relevant feedback.
4. Vertical loading as a strategy (involving much more than just adding jobs) directly affects job autonomy and, in turn, the feeling of responsibility for work outcomes. Vertical job loading involves not only performing the job but includes giving the soldier responsibility for planning the job and evaluating the product of the job. The seven principles of vertical job loading are:
 - (a) Remove some controls while retaining accountability. An example is giving a radio mechanic the weekly goal of trouble shooting and repairing all the radio equipment in a company, but allowing the soldier to determine the work pace.

(b) Increasing the accountability of individuals for their own work. By making this radio mechanic responsible for the proper diagnosis and repair of the company's radio problems, you increase the accountability of the soldier.

(c) Giving a person a complete natural unit of work. (division, product, area.). An example of this is to take a clerk working in the S1 shop and put him in charge of all the battalion's issuing meal cards to new soldiers, accounting for the cards on hand and collecting them from soldiers leaving the unit.

(d) Granting additional authority to a worker. If you were the SFC, you could grant additional authority to the meal card clerk. When the battalion goes to the field, rather than you coordinating with the first sergeants for issuing field meal cards, allow the clerk to coordinate with the first sergeants and allow him to set his own schedule for issuing and collecting the field meal cards. As a result, he/she develops a sense of responsibility.

(e) Make periodic reports directly available to the subordinate, rather than the supervisor. Divisions usually publish statistics on various administrative and logistics data once a month. Give the results of all the reports about meal cards (inventories, finance notification, and errors) directly to the meal card clerk rather than routing it through the SFC. This gives the subordinate immediate feedback on his/her efforts and gives him/her some autonomy. He/she then knows where to focus his/her efforts.

(f) Introduce new and more difficult tasks not previously handled. Take our steadily improving meal card clerk and have him/her submit the required reports after the unit returns from the field. He/she collects the information from each company, puts it in the correct format and submits the report to finance within the established timelines. This provides the individual a new, more difficult task and makes him/her responsible for the completion of that task.

(g) Assign individuals specific or specialized tasks, enabling them to become experts. We have done this with our meal card clerk. He/she is now the battalion's expert in all meal card operations. He/she is a valued member of the team and has earned recognition along with increased responsibility.

(h) Opening feedback channels between the subordinate and the leader and among peers delineates a strategy for increasing feedback. However, feedback is most effective when it comes directly through the accomplishment of the task.

Properly applied work redesign programs have resulted in increased motivation and job satisfaction. On the other hand, it has not been found that the quality and quantity of production also increases. One possible explanation is that although individuals may be more satisfied on the job, they may not necessarily put the satisfaction into greater effort on their jobs. Other studies have found that satisfaction which leads to high effort is dependent on the worker's satisfaction coming from meeting higher-order needs, such as the needs for recognition and achievement. Referring back to the expectancy theory, the expectancy that high effort will lead to good performance and subsequent reward must be present.

Job redesign does not work for all jobs. Many low-level jobs may not be applicable because the tasks involved do not allow for enrichment--such as manual type labor. On the other hand, there are jobs which are already so enriched that little can be done to change them and make them more enriched--such as some research jobs. Finally, job redesign only works for subordinates who have high growth needs. For the person with low growth needs, a job redesign effort by the leader may be counterproductive. Individuals with low growth needs (have little desire to acquire more responsibility) who are given more responsibility may demonstrate adjustment problems, erratic performance, and even increased absenteeism and turnover. It is also important to note that it is just as dysfunctional to have an individual motivated by lower-order growth needs in an enriched job as it is to have an individual motivated by higher-order growth needs in a simple, routine job. The important question for the leader to answer is, "Does this subordinate want more responsibility?" The table below summarizes these points:

	SIMPLE, ROUTINE JOB	“ENRICHED” JOB
HIGH-GROWTH NEED INDIVIDUAL	Individual feels underutilized and bored. High frustration, dissatisfaction, and turnover	Very high quality performance. High satisfaction, low absenteeism and low turnover.
LOW-GROWTH NEED INDIVIDUAL	Effective performance. Adequate levels of satisfaction. Low absenteeism	Individual overwhelmed by job demands. Psychological withdrawal from job or overt hostility and inadequate job performance

Core Job Dimensions:

The final aspect of job redesign that we will look at concerns changing the core job dimensions to motivate our soldiers. As we discuss each of the core job dimensions, we see how the previously mentioned principles fit into this concept. If we positively influence these aspects of the job, we help motivate our soldiers.

1. Skill Variety: Recall that when we talked about vertical job loading, we mentioned that introducing new and more difficult tasks would help motivate soldiers. This is skill variety. Give soldiers more to do. Make the conditions more challenging by decreasing the time allowed or by requiring the soldiers to perform the tasks while wearing chemical clothing. As the soldier masters the task under increasingly more difficult conditions, he develops self-confidence and which, in-turn, helps create a cohesive team.

2. Task Identity: This means developing a sense of task ownership by the soldiers. We mentioned this aspect as a part of goal setting. You can also improve task identity by providing a natural work unit rather than making soldiers work on just a portion of a bigger job. The soldier wants to work because it means something to him.

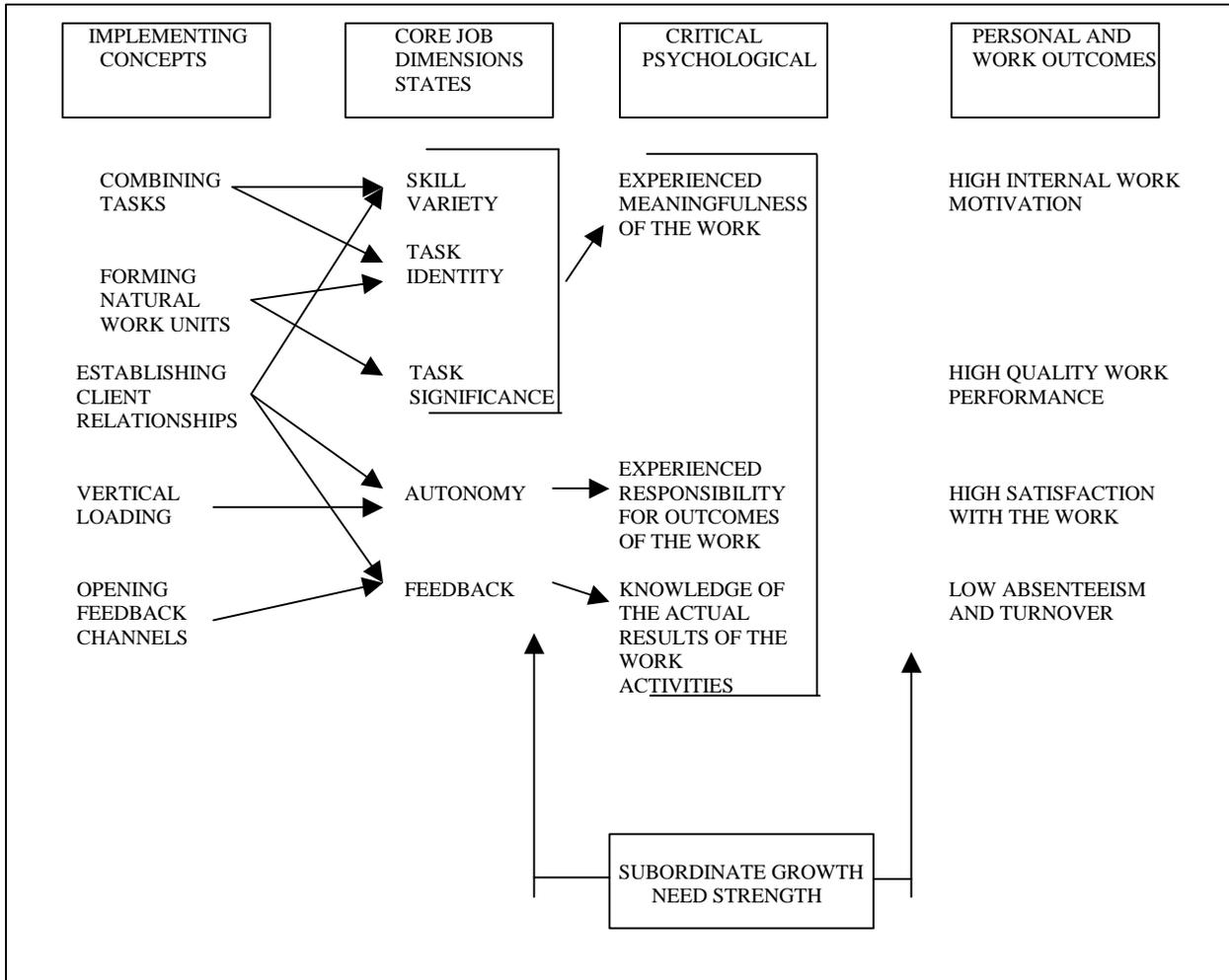
3. Task Significance: This dimension is closely related to task identity. Also, forming natural work units influences it. If we make the soldier understand how his/her job helps the unit, he/she appreciates the importance of his job. This recognition, in turn, gives him/her high internal work motivation.

4. Autonomy: A key core job dimension is autonomy. When soldiers speak of being their own boss, they are talking of autonomy. We all, to some degree, want and need some autonomy. We increase autonomy by vertical job loading and goal setting. By increasing autonomy we trigger the internal motivators or the intrinsic rewards in a job. When you hear someone tell you that it's better to tell someone what has to be done rather than how to do it, they are speaking of appealing to someone's need for autonomy. All the examples we mentioned on vertical job loading relate to autonomy.

5. Feedback: Feedback is the last core job dimension we need to discuss. When we talk about feedback, we are talking about giving an individual information on his/her job performance. There are a couple of ways to do this. Through regular performance counseling we inform subordinates on what they are doing well and what they must improve on. Also, we can improve the feedback dimension by establishing client relationship. We can easily do this when we find ourselves in charge of a staff section or in a support job. We should talk to the leaders of the section or unit we support. Let the soldiers talk to the leaders they support. Let the soldiers associate faces with the paperwork they process or equipment they repair. We should ensure that all of our soldiers are regularly counseled on their performance and receive copies of any periodic reports on subjects that they influence.

How can you use this concept? We all want our subordinates to perform their jobs well, be very satisfied with their work, and have a high amount of internal motivation. In order to achieve all of these outcomes, our subordinates must have a feeling of the importance of their work, their responsibility, and the results of their job. To create this positive feeling, we have to influence the core job dimension of their particular assignments.

How can the leader use this concept? Just changing the job conditions doesn't help motivate soldiers. To motivate, you change the nature of the job to fit the individual and increase the job's intrinsic rewards. Job redesign, however, is not for everyone or for every type of job. Consider the job and the individual before you recommend a job redesign or before you redesign a job. The chart below shows the benefits which can result from job redesign:



SUMMARY

Motivating subordinates to do their jobs well is a major task for any leader. Motivation gives the soldiers the will to do what must be done to accomplish the mission. You can motivate your subordinates by serving as the ethical standard bearer, developing cohesive soldier teams, properly using rewards and punishments, and recognizing and satisfying soldier needs, and by serving as positive role models.

We gain a deeper understanding of motivation through the concepts of equity, expectancy, goal setting and job redesign and how they apply to a situation. These concepts give us a better insight into why people may or may not react when you attempt to motivate them. Each of these concepts should improve your ability to motivate your subordinates.

Student Handout 3

This Student Handout Contains

This student handout contains five pages of material.

(Reading/Study) Requirement	Pages
Pretest	SH-3-2 thru SH-3-4
Pretest Solution	SH-3-5 and SH-3-6

Disclaimer: The training developer downloaded this extract from <http://155.217.58.58/atdls.htm>. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

PRETEST

1. (3 points) What are three methods of motivating subordinates?
 - a. Planning, Organizing, Controlling
 - b. Cohesiveness, Positive Reinforcement, Rewards
 - c. Ethical Standard Bearer, Cohesive Soldier Teams, Rewards and Punishment.
 - d. Negative reinforcement, Attitude Adjustments, Positive Approach

2. (3 points) This reinforces a positive behavior.
 - a. Attitude
 - b. Affiliation
 - c. Rewards
 - d. Privileges

3. (3 points) What approach reduces undesirable behavior?
 - a. Team Concept
 - b. Counseling
 - c. Punishment
 - d. Leadership

4. (3 points) This procedure is used when leaders and subordinates work together to identify the tasks to be accomplished and the standards for those tasks.
 - a. Mind setting
 - b. Objectives
 - c. Goal Setting
 - d. Standards

5. (3 points) The motivation tool which emphasizes caring is
 - a. Serving as an ethical standard bearer
 - b. Developing cohesive soldier teams
 - c. Rewarding and punishing soldiers
 - d. Serving as and developing role models

6. (3 points) The underlying concept of all need theories of motivation is that an unsatisfied need creates a state of disequilibrium.
 - a. True
 - b. False

7. (3 points) A soldier's level of commitment decreases when he/she recognizes that the leaders are committed to the unit and its goals.
 - a. True
 - b. False

8. (3 points) An informal leader
 - a. Is not part of the chain of command.
 - b. Is both trusted and respected.
 - c. Can be a negative role model for peers.
 - d. All of the above.
 - e. a and b above.

9. (3 points) Which of the following is an excellent role model?
- a. A formal leader.
 - b. An informal leader.
 - c. A successful soldier.
 - d. A positive role model.
 - e. All of the above.

10. (3 points) Alderfer's relatedness factors include
- a. Maslow's physiological, social and security levels.
 - b. Maslow's physiological, self-esteem, and security levels.
 - c. Herzberg's motivational factors.
 - d. All of the above.
 - e. None of the above.

11. (3 points each) What are the two basic premises of Maslow's Hierarchy of Needs?

a. _____
b. _____

12. (3 points) In Maslow's Theory, where do physical needs separate from physical and quasi-physical needs: _____

13. (3 points each) Describe each of the following terms and identify the theory to which they belong.

a. Theory: _____
b Maintenance factors _____

c Motivational factors _____

14. The expectancy theory is based on four assumptions. Define expectancy theory and list and define each of the four assumptions.

a. (3 points) Expectancy Theory defined: _____

b. (4 points each) Four assumptions and definitions:

(1) _____

(2) _____

(3) _____

(4) _____

15. (3 points each) The equity theory strategies which have a direct effect upon behavior changes are _____ and _____.

16. (3 points each) Basic to the expectancy theory, performance is dependent upon _____ and _____.

17. (3 points) The main assumption of job redesign is that _____

18. (3 points each) The three-core job dimensions which impact directly on the experienced meaningfulness of the work the subordinate does are: _____,
_____, and _____

19. (3 points each) The two-core job dimensions which can impact directly on critical psychological states are: _____ and _____.

20. (3 points) The individual who practices push-ups so that they can achieve a high PT score is an example of the _____ motivation theory.

Pretest Solution

1. What are five methods of motivating subordinates?
 - a. Planning, Organizing, Controlling
 - b. Cohesiveness, Positive Reinforcement, Rewards
 - c. Ethical standard bearer, Developing cohesive soldier teams, Rewards and punishment, Recognizing and meeting soldiers needs, and Serving as, and developing positive role models. Ref: SH-2-2 thru SH-2-4
 - d. Negative reinforcement, Attitude Adjustments, Positive Approach
2. This reinforces a positive behavior.
 - a. Attitude
 - b. Affiliation
 - c. Rewards Ref: SH-2-2
 - d. Privileges
3. What approach reduces undesirable behavior?
 - a. Team Concept
 - b. Counseling
 - c. Punishment Ref: SH-2-3
 - d. Leadership
4. This procedure is used when leaders and subordinates work together to identify the tasks to be accomplished and the standards for those tasks.
 - a. Mind setting
 - b. Objectives
 - c. Goal Setting Ref: SH-2-18
 - d. Standards
5. The motivation tool which, emphasizes caring is
 - a. Serving as an ethical standard bearer
 - b. Developing cohesive soldier teams Ref: SH-2-2
 - c. Rewarding and punishing soldiers
 - d. Serving as and developing role models
6. The underlying concept of all need theories of motivation is that an unsatisfied need creates a state of disequilibrium.
 - a. True Ref: SH-2-6
 - b. False
7. A soldier's level of commitment decreases when he/she recognizes that the leaders are committed to the unit and its goals.
 - a. True
 - b. False Ref: SH-2-18
8. An informal leader
 - a. Is not part of the chain of command.
 - b. Is both trusted and respected.
 - c. Can be a negative role model for peers.
 - d. All of the above. Ref: SH-2-4
 - e. a and b above.
9. Which of the following is an excellent role model?
 - a. A formal leader.
 - b. An informal leader.
 - c. A successful soldier.

- d. A positive role model. Ref: SH-2-4 and SH-2-5
 e. All of the above.
10. Alderfer's relatedness factors include
 a. Maslow's physiological, social and security levels.
 b. Maslow's physiological, self-esteem, and security levels.
 c. Herzberg's motivational factors.
 d. All of the above.
 e. None of the above. Ref: SH-2-8
11. What are the two basic premises of Maslow's Hierarchy of Needs?
 1. Human beings are constantly in a state of wanting.
 2. Human needs are arranged in order of importance. Lower level needs are satisfied first. Ref: SH-2-6
12. In Maslow's Theory, where do physical needs separate from physical and quasi-physical needs: Social needs level. Ref: SH-2-6
13. Describe each of the following terms and identify the theory to which they apply
 a. Theory Herzberg's Two-Factor Theory.
 b. Maintenance factors: Factors/conditions which serve primarily as dissatisfiers to workers when they are not present.
 c. Motivational factors: Factors/conditions that lead to high levels of motivation and job satisfaction when they are present but which do not prove to be highly dissatisfying if they are absent. Ref: SH-2-10
14. The expectancy theory is based on four assumptions. Define expectancy theory and list and list the four assumptions.
 a. Expectancy Theory defined: Views motivation as a process governing choices. In this model, a person who has a goal weighs the likelihood that various behaviors will achieve that goal and is likely to select the behavior he/she expects to be most successful.
 b. Four assumptions:
 (1) Behavior is caused by a number of forces in the work environment and in the individual.
 (2) People consciously make decisions about their behavior.
 (3) People have different types of needs, goals, and desires.
 (4) People will do things which will result in favorable outcomes and will avoid behaviors which lead to unfavorable outcomes. Ref: SH-2-12 and SH-2-13
15. The equity theory strategies which have a direct effect upon behavior changes are alteration of one's own inputs and quitting. Ref: SH-2-14
16. Basic to the expectancy theory, performance is dependent upon effort and innate skills and abilities. Ref: SH-2-14
17. The main assumption of job redesign is that the job itself promotes motivation. REF: SH-2-19
18. The three core job dimensions which impact directly on the experienced meaningfulness of the work the subordinate does are: skill variety, task identity, and task significance. Ref: SH-2-21
19. The two core job dimensions which can impact directly on critical psychological states are: autonomy and feedback. Ref: SH-2-21
20. The individual who practices push-ups so that they can achieve a high PT score is an example of the expectancy motivation theory. Ref: SH-2-16

Student Handout 4

This Student Handout Contains

This student handout contains seven pages (to include the cover page) of extracted material from FM 22-100, Army Leadership.

(Reading/Study) Requirement	Pages
Chapter 1, The Army Leadership FrameWork	1-5 and 1-19
Chapter 2, The Leader and Leadership: What the Leader Must Be, Know, and Do	2-27
Chapter 5, Direct Leadership Actions	5-6 thru 5-8 and 5-11

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appreciate their leader's normal way of operating, and they will assume there is a good reason the leader is doing things differently this time. And should the deployment lead to a combat mission, the team will be better prepared to accomplish their mission under fire. Trust is a basic bond of leadership, and it must be developed over time.

Direction

1-11. When providing direction, you communicate the way you want the mission accomplished. You prioritize tasks, assign responsibility for completing them (delegating authority when necessary), and make sure your people understand the standard. In short, you figure out how to get the work done right with the available people, time, and other resources; then you communicate that information to your subordinates: "We'll do these things first. You people work here; you people work there." As you think the job through, you can better aim your effort and resources at the right targets.

1-12. People want direction. They want to be given challenging tasks, training in how to accomplish them, and the resources necessary to do them well. Then they want to be left alone to do the job.

Motivation

1-13. Motivation gives subordinates the will to do everything they can to accomplish a mission. It results in their acting on their own initiative when they see something needs to be done.

1-14. To motivate your people, give them missions that challenge them. After all, they did not join the Army to be bored. Get to know your people and their capabilities; that way you can tell just how far to push each one. Give them as much responsibility as they can handle; then let them do the work without looking over their shoulders and nagging them. When they succeed, praise them. When they fall short, give them credit for what they have done and coach or counsel them on how to do better next time.

1-15. People who are trained this way will accomplish the mission, even when no one is watching. They will work harder than they thought they could. And when their leader

notices and gives them credit (with something more than the offhand comment "good job"), they will be ready to take on even more next time.

1-16. But Army leaders motivate their people by more than words. The example you set is at least as important as what you say and how well you manage the work. As the unit prepares for the rollout, the motor sergeant you just read about is in the motor pool with the mechanics on Friday night and Saturday morning. If his people are working in the rain, the NCO's uniform will be wet too. If they have missed breakfast, the leader's stomach will be growling just as loudly. The best leaders lead from the front. Don't underestimate the importance of being where the action is.

OPERATING

1-17. Actions taken to influence others serve to accomplish operating actions, those actions you take to achieve the short-term goal of accomplishing the mission. The motor sergeant will make sure the vehicles roll out, on time and combat ready, through planning and preparing (laying out the work and making the necessary arrangements), executing (doing the job), and assessing (learning how to work smarter next time). The motor sergeant provides an example of how direct leaders perform operating actions. All leaders execute these operating actions, which become more complex as they assume positions of increasing responsibility.

IMPROVING

1-18. The motor sergeant's job is not complete when the last vehicle clears the gate. While getting the job done is key, the Army also expects him to do far more than just accomplish the day's work. Army leaders also strive to improve everything entrusted to them: their people, facilities, equipment, training, and resources. There will be a new mission, of course, but part of finishing the old one is improving the organization.

1-19. After checking to be sure the tools are repaired, cleaned, accounted for, and put away, the motor sergeant conducts an informal after-action review (AAR) with the section. (An AAR

ACHIEVING COLLECTIVE EXCELLENCE

1-80. Some examples of excellence are obvious: COL Chamberlain’s imaginative defense of Little Round Top, GA Dwight Eisenhower drafting his D-Day message (you’ll read about it in Chapter 2), MSG Gary Gordon and SFC Randall Shughart putting their lives on the line to save other soldiers in Somalia (their story is in Chapter 3). Those examples of excellence shine, and good leaders teach these stories; soldiers must know they are part of a long tradition of excellence and valor.

1-81. But good leaders see excellence wherever and whenever it happens. Excellent leaders make certain all subordinates know the important roles they play. Look for everyday examples that occur under ordinary circumstances: the way a soldier digs a fighting position, prepares for guard duty, fixes a radio, lays an artillery battery; the way a DA civilian handles an action, takes care of customers, meets a deadline on short notice. Good leaders know that each of these people is contributing in a small but important way to the business of the Army. An excellent Army is the collection of small tasks done to standard, day in and day out. At the end of the day, at the end of a career, those leaders, soldiers and DA civilians—the ones whose excellent work created an excellent Army—can look back confidently. Whether they commanded an invasion armada of thousands of soldiers or supervised a technical section of three people, they know they did the job well and made a difference.

1-82. Excellence in leadership does not mean perfection; on the contrary, an excellent leader allows subordinates room to learn from their mistakes as well as their successes. In such a climate, people work to improve and take the risks necessary to learn. They know that when they fall short—as they will—their leader will pick them up, give them new or more detailed instructions, and send them on their way again. This is the only way to improve the force, the only way to train leaders.

1-83. A leader who sets a standard of “zero defects, no mistakes” is also saying “Don’t take any chances. Don’t try anything you can’t already do perfectly, and for heaven’s sake, don’t try anything new.” That organization will not improve; in fact, its ability to perform the mission will deteriorate rapidly. Accomplishing the Army’s mission requires leaders who are imaginative, flexible, and daring. Improving the Army for future missions requires leaders who are thoughtful and reflective. These qualities are incompatible with a “zero-defects” attitude.

1-84. Competent, confident leaders tolerate honest mistakes that do not result from negligence. The pursuit of excellence is not a game to achieve perfection; it involves trying, learning, trying again, and getting better each time. This in no way justifies or excuses failure. Even the best efforts and good intentions cannot take away an individual’s responsibility for his actions.

SUMMARY

1-85. Leadership in combat is your primary and most important challenge. It requires you to accept a set of values that contributes to a core of motivation and will. If you fail to accept and live these Army values, your soldiers may die unnecessarily. Army leaders of character and competence act to achieve excellence by developing a force that can fight and win the nation’s wars and serve the common defense of the United States. The Army leadership framework identifies the dimensions of Army

leadership: what the Army expects you, as one of its leaders, to BE, KNOW, and DO.

1-86. Leadership positions fall into one of three leadership levels: direct, organizational, and strategic. The perspective and focus of leaders change and the actions they must DO become more complex with greater consequences as they assume positions of greater responsibility. Nonetheless, they must still live Army values and possess leader attributes.

INFLUENCING

2-113. Army leaders use interpersonal skills to guide others toward a goal. Direct leaders most often influence subordinates face to face—such as when a team leader gives instructions, recognizes achievement, and encourages hard work. Organizational and strategic leaders also influence their immediate subordinates and staff face to face; however, they guide their organizations primarily by indirect influence. Squad leaders, for example, know what their division commander wants, not because the general has briefed each one personally, but because his

intent is passed through the chain of command. Influencing actions fall into these categories:

- **Communicating** involves displaying good oral, written, and listening skills for individuals and groups.
- **Decision making** involves selecting the line of action intended to be followed as the one most favorable to the successful accomplishment of the mission. This involves using sound judgment, reasoning logically, and managing resources wisely.
- **Motivating** involves inspiring and guiding others toward mission accomplishment.

OPERATING

2-114. Operating is what you do to accomplish the immediate mission, to get the job done on time and to standard. Operating actions fall into these categories:

- **Planning and preparing** involve developing detailed, executable plans that are feasible, acceptable, and suitable; arranging unit support for the exercise or operation; and conducting rehearsals. During tactical operations, decision making and planning are enhanced by two methodologies: the military decision making process (MDMP) and the troop leading procedures (TLP). Battalion and higher echelons follow the

MDMP. Company and lower echelons follow the TLP. (FM 101-5 discusses the MDMP.)

- **Executing** involves meeting mission standards, taking care of people, and efficiently managing resources.
- **Assessing** involves evaluating the efficiency and effectiveness of any system or plan in terms of its purpose and mission.

2-115. Leaders assess, or judge, performance so they can determine what needs to be done to sustain the strong areas and improve weak ones. This kind of forward thinking is linked to the last leader action, improving.

action, and executed it. Where appropriate, they analyzed and compared different alternatives (Third Squad's drills). They included their subordinates in the process, but had the moral courage to make unpopular decisions (breaking up the Third Squad clique). Will the platoon do better the next time out? Probably, but before then the new leaders will have to assess the results of their actions to make sure they're accomplishing what the leaders want. There may be other aspects of this problem that were not apparent at first. And following this or any process doesn't guarantee success. The process is only a framework that helps you make a plan and act. Success depends on your ability to apply your attributes and skills to influencing and operating actions.

5-31. Army leaders also make decisions when they evaluate subordinates, whether it's with a counseling statement, an evaluation report, or even on-the-spot encouragement. At an in-ranks inspection, a new squad leader takes a second look at a soldier's haircut—or lack of one. The squad leader's first reaction may be to ask, "Did you get your haircut lately?" But that avoids the problem. The soldier's haircut is either to standard or not—the NCO must decide. The squad leader either says—without apologizing or dancing around the subject—"You need a haircut" or else says nothing. Either way, the decision communicates the leader's standard. Looking a subordinate in the eye and making a necessary correction is a direct leader hallmark.

MOTIVATING

A unit with a high esprit de corps can accomplish its mission in spite of seemingly insurmountable odds.

FM 22-10, 1951

5-32. Recall from Chapter 1 that motivation involves using word and example to give your subordinates the will to accomplish the mission. Motivation grows out of people's confidence in themselves, their unit, and their leaders. This confidence is born in hard, realistic training; it's nurtured by constant reinforcement and through the kind of leadership—consistent, hard, and fair—that promotes trust. Remember that trust, like loyalty, is a gift your soldiers

give you only when you demonstrate that you deserve it. Motivation also springs from the person's faith in the larger mission of the organization—a sense of being a part of the big picture.

Empowering People

5-33. People want to be recognized for the work they do and want to be empowered. You empower subordinates when you train them to do a job, give them the necessary resources and authority, get out of their way, and let them work. Not only is this a tremendous statement of the trust you have in your subordinates; it's one of the best ways to develop them as leaders. Coach and counsel them, both when they succeed and when they fail.

Positive Reinforcement

5-34. Part of empowering subordinates is finding out their needs. Talk to your people: find out what's important to them, what they want to accomplish, what their personal goals are. Give them feedback that lets them know how they're doing. Listen carefully so that you know what they mean, not just what they say. Use their feedback when it makes sense, and if you change something in the organization because of a subordinate's suggestion, let everyone know where the good idea came from. Remember, there's no limit to the amount of good you can do as long as you don't worry about who gets the credit. Give the credit to those who deserve it and you'll be amazed at the results.

5-35. You recognize subordinates when you give them credit for the work they do, from a pat on the back to a formal award or decoration. Don't underestimate the power of a few choice words of praise when a person has done a good job. Don't hesitate to give out awards—commendations, letters, certificates—when appropriate. (Use good judgment, however. If you give out a medal for every little thing, pretty soon the award becomes meaningless. Give an award for the wrong thing and you show you're out of touch.) Napoleon marveled at the motivational power of properly awarded ribbons and medals. He once said that if he had enough ribbon, he could rule the world.

5-36. When using rewards, you have many options. Here are some things to consider:

- Consult the leadership chain for recommendations.
- Choose a reward valued by the person receiving it, one that appeals to the individual's personal pride. This may be a locally approved award that's more respected than traditional DA awards.
- Use the established system of awards (certificates, medals, letters of commendation, driver and mechanic badges) when appropriate. These are recognized throughout the Army; when a soldier goes to a new unit, the reward will still be valuable.
- Present the award at an appropriate ceremony. Emphasize its importance. Let others see how hard work is rewarded.
- Give rewards promptly.
- Praise only good work or honest effort. Giving praise too freely cheapens its effect.
- Promote people who get the job done and who influence others to do better work.
- Recognize those who meet the standard and improve their performance. A soldier who works hard and raises his score on the APFT deserves some recognition, even if the soldier doesn't achieve the maximum score. Not everyone can be soldier of the quarter.

Negative Reinforcement

5-37. Of course, not everyone is going to perform to standard. In fact, some will require punishment. Using punishment to motivate a person away from an undesirable behavior is effective, but can be tricky. Sound judgment must guide you when administering punishment. Consider these guidelines:

- Before you punish a subordinate, make sure the subordinate understands the reason for the punishment. In most—although not all—cases, you'll want to try to change the subordinate's behavior by counseling or retraining before resulting to punishment.
- Consult your leader or supervisor before you punish a subordinate. They'll be aware of policies you need to consider and may be

able to assist you in changing the subordinate's behavior.

- Avoid threatening a subordinate with punishment. Making a threat puts you in the position of having to deliver on that threat. In such a situation you may end up punishing because you said you would rather than because the behavior merits punishment. This undermines your standing as a leader.
- Avoid mass punishment. Correctly identify the problem, determine if an individual or individuals are responsible, and use an appropriate form of correction.
- With an open mind and without prejudging, listen to the subordinate's side of the story.
- Let the subordinate know that it's the behavior—not the individual—that is the problem. "You let the team down" works; "You're a loser" sends the wrong message.
- Since people tend to live up to their leader's expectations, tell them, "I know you can do better than that. I expect you to do better than that."
- Punish those who are able but *unwilling* to perform. Retrain a person who's *unable* to complete a task.
- Respond immediately to undesirable behavior. Investigate fully. Take prompt and prudent corrective action in accordance with established legal or regulatory procedures.
- Never humiliate a subordinate; avoid public reprimand.
- Ensure the person knows exactly what behavior got the person in trouble.
- Make sure the punishment isn't excessive or unreasonable. It's not only the severity of punishment that keeps subordinates in line; it's the certainty that they can't get away with undesirable behavior.
- Control your temper and hold no grudges. Don't let your personal feelings interfere; whether you like or dislike someone has nothing to do with good order and discipline.

5-38. If you were surprised to find a discussion of punishment under the section on motivation, consider this: good leaders are always on the lookout for opportunities to develop

subordinates, even the ones who are being punished. Your people—even the ones who cause you problems—are still the most important resource you have. When a vehicle is broken, you

don't throw it out; you fix it. If one of your people is performing poorly, don't just get rid of the person; try to help fix the problem.

OPERATING ACTIONS



Figure 5-2. Direct Leader Actions—Operating

5-39. You're operating when you act to achieve an immediate objective, when you're working to get today's job done. Although FM 25-100 is predominantly a training tool, its methodology applies to a unit's overall operational effectiveness. Because operating includes planning, preparing, executing, and assessing (see Figure 5-2), you can use the FM 25-100 principles as a model for operations other than training. Sometimes these elements are part of a cycle; other times they happen simultaneously.

5-40. You'll often find yourself influencing after you've moved on to operating. In practice, the nice, neat divisions in this manual are not clear-cut; you often must handle multiple tasks requiring different skills at the same time. (Appendix B lists operating actions and some indicators of effectiveness.)

PLANNING AND PREPARING

5-41. In peacetime training, in actual operations, and especially in combat, your job is to help your organization function effectively—accomplish the mission—in an environment that can be chaotic. That begins with a well thought-out plan and thorough preparation. A well-trained organization with a sound plan is much better prepared than one without a plan. Planning ahead reduces confusion, builds subordinates' confidence in themselves and the organization, and helps ensure success with a minimum of wasted effort—or in combat, the minimum number of casualties. (FM 101-5 discusses the different types of plans.)

5-42. A plan is a proposal for executing a command decision or project. Planning begins with a mission, specified or implied. A specified mission comes from your boss or from higher headquarters. An implied mission results when the leader, who may be you, sees something within his area of responsibility that needs to be done and, on his own initiative, develops a leader plan of action. (Remember that a problem exists when you're not satisfied with the way things are or the direction they're heading.) Either type of mission contains implied and specified tasks, actions that must be completed to accomplish the mission. (FM 101-5 discusses how the MDMP supports planning.)

Reverse Planning

5-43. When you begin with the goal in mind, you often will use the reverse planning method. Start with the question "Where do I want to end up?" and work backward from there until you reach "We are here right now."

5-44. Along the way, determine the basics of what's required: who, what, when, where, and why. You may also want to consider how to accomplish the task, although the "how" is

5-52. In a tactical setting, all leaders must know the intent of commanders two levels up. During execution, position yourself to best lead your people, initiate and control the action, get others to follow the plan, react to changes, keep your people focused, and work the team to accomplish the goal to standard. A well-trained organization accomplishes the mission, even when things go wrong.

5-53. Finally, leaders ensure they and their subordinate leaders are doing the right jobs. This goes hand in hand with empowerment. A company commander doesn't do a squad leader's job. A division chief doesn't do a branch chief's job. A supervisor doesn't do a team leader's job.

Maintaining Standards

5-54. The Army has established standards for all military activities. Standards are formal, detailed instructions that can be stated, measured, and achieved. They provide a performance baseline to evaluate how well a specific task has been executed. You must know, communicate and enforce standards. Explain the ones that apply to your organization and give your subordinate leaders the authority to enforce them. Then hold your subordinates responsible for achieving them.

5-55. Army leaders don't set the minimum standards as goals. However, everything can't be a number one priority. As an Army leader, you must exercise judgment concerning which tasks are most important. Organizations are required to perform many tasks that are not mission-related. While some of these are extremely important, others require only a minimum effort. Striving for excellence in every area, regardless of how trivial, quickly works an organization to death. On the other hand, the fact that a task isn't a first priority doesn't excuse a sloppy performance. Professional soldiers accomplish all tasks to standard. Competent leaders make sure the standard fits the task's importance.

Setting Goals

5-56. The leader's ultimate goal—your ultimate goal—is to train the organization to succeed in its wartime mission. Your daily work

includes setting intermediate goals to get the organization ready. Involve your subordinates in goal setting. This kind of cooperation fosters trust and makes the best use of subordinates' talents. When developing goals, consider these points:

- Goals must be realistic, challenging, and attainable.
- Goals should lead to improved combat readiness.
- Subordinates ought to be involved in the goal setting.
- Leaders develop a plan of action to achieve each goal.

ASSESSING

Schools and their training offer better ways to do things, but only through experience are we able to capitalize on this learning. The process of profiting from mistakes becomes a milestone in learning to become a more efficient soldier.

Former Sergeant Major of the Army
William G. Bainbridge

5-57. Setting goals and maintaining standards are central to assessing mission accomplishment. Whenever you talk about accomplishing the mission, always include the phrase "to standard." When you set goals for your subordinates, make sure they know what the standards are. To use a simple example, the goal might be "All unit members will pass the APFT." The APFT standard tells you, for each exercise, how many repetitions are required in how much time, as well as describing a proper way to do the exercise.

5-58. Also central to assessing is spot checking. Army leaders check things: people, performance, equipment, resources. They check things to ensure the organization is meeting standards and moving toward the goals the leader has established. Look closely; do it early and often; do it both before and after the fact. Praise good performance and figure out how to fix poor performance. Watch good first sergeants or command sergeants major as they go through the mess line at the organizational dining facility. They pick up the silverware and run their fingers over it—almost unconsciously—checking