

## Subject: Listening to Staff Members

### Course: Management

**Time Frame**

60 minutes

**Instructional Objectives**

At the end of this session, participants will be able to

- Explain the importance of listening to staff members.
- List people in camp who could listen to staff members.
- Identify opportunities in camp for staff members to be heard.
- Describe how we listen effectively.

**Training Aids and Equipment Required**

- Notebooks and pens or pencils for each scribe
- Flip chart and markers

**Materials for Distribution**

None

**Methods and Overview**

- Group exercise: Problem Solving
- Group discussion: How We Listen
- Group discussion: When Can We Listen
- Group discussion: Who Can Listen

## LESSON PLAN: Listening to Staff Members

Listening is a skill that takes practice for effectiveness. It is important that camp directors and other key staff members be good listeners. When staff members feel that they are genuinely being listened to, they become more committed to their jobs, the camp, and the Boy Scouts of America. They feel as though the camp director and the administrative staff really care about them. Some staff members may be away from home for the first time. The camp director and administrative staff may find that they need to sometimes fill the role of a parent.

**Problem Solving**

Divide participants into groups of five or six persons, and give each group one of the following questions. Ask each group to designate a scribe and a reporter. Give groups about 15 minutes to respond to their respective questions and to record their answers.

**Question 1.** During staff training one of your staff members says he has a great idea for a new program. He says the program is appropriate for all ages of Boy Scouts and will cost about \$300 to implement. You know that there is only about \$500 left in the program supplies budget for the entire summer. How would you respond? What questions would you ask?

**Question 2.** Several staff members approach you. They want the camp to recycle more of its disposable waste including paper, cardboard, glass, aluminum, and used motor oil. You know that it will cost twice as much to recycle these items than the camp will receive for collecting and transporting them to a waste management facility. How do you respond? What questions would you ask?

**Question 3.** One of your female staff members reports to you that she is being sexually harassed by a male staff member who is in a position of higher responsibility. He keeps asking her to spend time with him on a day off and she keeps telling him no, but he persists in asking her. He has been a great role model to others, and her job performance has been mediocre. This is the first time you have heard her accusation. How do you respond? What questions would you ask?

**Question 4.** A group of staff members comes to you. They want to have a party in camp every weekend and feel the 11:00 P.M. lights-out is far too restrictive. Earlier, Scoutmasters had reported to you that several of these staff members appeared grumpy in the mornings. How do you respond? What questions would you ask?

### ***Did We Listen***

Have a reporter from each group state the group's question and response.

Ask the group why listening to staff members is important. Ask how information can be given and received. Participants should understand that there may be both visual and oral communication as well as subtle body language and perhaps even written communication.

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### **How We Listen**

Ask participants about barriers to being a good listener. Ask how they might best keep facts straight. Seek answers such as

- Refrain from talking.
- Get as many facts as possible before responding.
- Take accurate notes.
- Draw sketches/pictures.
- Repeat in your own words what the staff member said.
- Ask questions to clarify what the staff member is saying.

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### **When Can We Listen**

Ask participants what opportunities can be created that allow staff members to be heard. List these on a flip chart.

Look for the following:

- One-on-one meetings, especially for personal issues
  - Informal staff/directors' meetings
  - Written notes
  - Brainstorming sessions
  - Sharing with immediate staff supervisor
  - End-of-season reports
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**Who Can Listen**

Point out that listening to staff members takes time. A camp director's busy schedule may restrict the time available for listening. Sometimes staff members just want to know why something is being done or not done. Ask who are some of the other people in camp who are available to listen. List these people on a flip chart. Look for the following responses.

- Chaplain
  - Commissioners
  - Program director
  - Any area director
  - Spouses of staff members
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**Summary**

There are different kinds of listening: ignoring, pretending, selective listening, attentive listening, and empathetic listening.

Empathetic listening gets inside another person's frame of reference. By looking out through it, you see the world as the other person sees it. You understand this person's point of view or perspective and feelings. The greatest need of human beings next to physical survival is psychological—to be understood, to be affirmed, to be validated, and to be appreciated. We need to affirm and appreciate our staff members by really listening to them.



## Subject: Staff Leadership and Leadership Styles

### Course: Management

#### Time Frame

2 hours

#### Instructional Objectives

At the end of this session, participants will be able to

- Describe the four styles of leadership.
- Identify situations in which each leadership style is appropriate.
- Explain the importance of using the appropriate leadership style.

#### Training Aids and Equipment Required

Flip chart and markers and/or overhead projector, transparencies, and pens

**Note:** Some of the initiative games used with this lesson plan have additional equipment requirements.

#### Materials for Distribution

- Descriptions of Leadership Styles (appendix)
- Situational Leadership Defined (appendix)

- Task Behavior and Relationship Behavior (appendix)
- Camp Staff Members Are Most Productive When (appendix)
- Three Rules of Motivation (appendix)
- Good and Bad Experiences (appendix)
- Motivators and Satisfiers (appendix)
- Herzberg's Key Points (appendix)
- Motivation Feedback Opinionnaire Part I (appendix)
- Motivation Feedback Opinionnaire Part II—Scoring Matrix (appendix)

#### Methods and Overview

- Minilecture: Leadership Defined
- Minilecture and group discussion: Styles of Leadership
- Minilecture: Situational Leadership Defined
- Reflection: Sharing Leadership

## LESSON PLAN: Staff Leadership and Leadership Styles

### Leadership Defined

The Boy Scouts of America has long been involved in the development of leadership skills. In the years during which these skills of leadership have been explored, much research has taken place in the behavioral sciences. As a result, these skills have been updated to agree with current thinking and applications.

Leadership is defined as the process of persuasion or example by which an individual influences a group to pursue objectives held by the leader or shared by the followers. Thus the leadership process is a function of the leader, the follower, the goals, and the situation at the time. Leadership is active, exerts influence, requires effort, and is related to goals. Leadership skills become the vehicle by which the leader achieves given objectives. Leadership is the active and dynamic process of applying those leadership skills and styles in a given situation.

Tell participants they will be considering four styles of leadership that incorporate the skill of situation leadership. These four styles are:

- Telling (Ordering)
- Persuading (Selling)
- Participating
- Delegating

Explain that all of these styles, when used in the right situation, are valid ways of leading.

Use the initiative games presented in this lesson plan to help participants identify and learn how to utilize different styles of leadership.

Before the exercise, have different participants lead the games. Have each one apply a different leadership style. After each game and style, bring the group back together and, using flip charts and markers, have participants identify the style used. Ask whether the style applied was appropriate for the exercise, and under what circumstances would they feel it was correct to use this style. This is not a critique of the leader, but of the leadership style.

- Telling (Blind Height Adjustment)
- Persuading (Trust Circle)
- Participating (TP Shuffle or Everybody Up)
- Delegating (Blind Square)

## Styles of Leadership

### ***Telling (Ordering)***

On the flip chart, write *Telling (Ordering)* and explain that some people might call this “ordering.” This is one style of leadership.

Ask who, in this case, identifies the problem, makes the decision, and directs the activity. (The leader)

Ask: *Are the group members considered?* (The answers might vary. Seek agreement that sometimes a strong leader does consider the group or sometimes just wants to be the boss.)

Ask when telling or ordering is the right leadership style. Aim for the following points:

- In case of emergency (there is no time for a group decision)
- When the leader is an expert (and the group recognizes this)

Have the participants play this initiative game.

### **Blind Height Adjustment**

#### I. The Challenge and Objectives

While blindfolded, group members must align themselves according to height. Participants will become acquainted with one another and start working together as a team.

#### II. Tasks of the Instructor

- A. Equipment needed: Provide a blindfold for each participant.
- B. Setup and inspection of the event: Blindfold group members and instruct them to align themselves according to height.
- C. Instructor’s weight test of the element: Not applicable.
- D. Issuing the challenge to participants
  1. No one may talk.
  2. Blindfolds must remain in place.
- E. Safety precautions to consider
  1. Ensure that the area is free of obstructions.
  2. Instruct blindfolded participants to keep their hands out in front of their bodies at all times to act as protective “bumpers” during the activity.
- F. Facilitation/debriefing of participants
  1. Lead a group discussion on the strengths and weaknesses of the group’s method.
  2. Have the group explore the possibility of a better or different way to achieve the challenge.
- G. Closing the event: Collect the blindfolds.

III. Variations for Accomplishing the Event

- A. Have group members align themselves from the center out, with the tallest person in the center, the next tallest individuals on either side, and so on.
- B. Have group members arrange themselves in order by date of birth.
- C. Have group members arrange themselves by color of eyes, number of siblings, size of feet, or some other criterion.

***Persuading (Selling)***

Next, write *Persuading (Selling)*. State that this is another style of leadership.

Ask: *Who would make the decision in this style of leadership?* (The leader)

*After making a decision, what must the leader do then?* (Sell it to the members of the group.)

Ask: *How is persuading different from telling?* (Telling requires that the group does what the leader wants. Persuading gets the group to agree with the leader.)

Ask when persuading or selling is the right leadership style. Aim for the following points:

- When the leader knows more about the situation than the group does
- When the leader wants the group's enthusiastic participation
- When the patrol leaders' council has made a decision that must be sold to the patrol

Have the participants play this initiative game.

**Trust Circle**

I. The Challenge and Objectives

With their shoulders touching, a group of seven to 11 participants forms a circle around a faller. The faller properly positions hands, arms, and elbows close to the body by grabbing the seams of his trousers, then begins the sequence of commands. Keeping the body stiff, the faller may fall in any direction. The faller gains an increased sense of trust and the spotters learn to adjust their positions quickly to spot a fall that might be difficult to anticipate.

II. Tasks of the Instructors

- A. Equipment needed: Not applicable.
- B. Setup and inspection of the event: Not applicable.
- C. Instructor's weight test of the element: Not applicable.
- D. Issuing the challenge to participants
  - 1. Instruct the faller to keep the body stiff as a board.
  - 2. Instruct the faller to keep both feet in one place, as though nailed to the ground.
  - 3. The faller should allow body weight to drift in any direction it wants to go.
  - 4. The spotters should catch and gently push the faller upright.
- E. Safety precautions to consider
  - 1. Clear the area of obstructions.
  - 2. No action can begin until the proper command is given: "Fall on."
  - 3. There should be no bantering among participants; this is a serious learning situation.
- F. Facilitation/debriefing of participants: Lead a group discussion on trust, proper commands, and the importance of spotters being continually ready to catch a faller.
- G. Closing the event: Not applicable.

III. Variations for Accomplishing the Event

- A. Increase the size of the circle so that the faller has a greater distance to fall before being caught.
- B. Blindfold the faller.

**Participating**

Write *Participating* on the flip chart. This is the third style of leadership.

Ask: *What must a leader do in this style of leadership?* Aim for the following answers:

- Leader steps down and joins the group.
- Leader agrees in advance to abide by the group decision.

Ask: *Do you think that joining is really not leadership at all?* (It **is** leadership—the leader considered the resources of the group and made the choice to join.)

Ask when joining is the right leadership style. Aim for the following points and write them on the flip chart:

- When the leader wants full team participation
- When the leader wants to give full authority to the group
- When the leader wants the group to decide by consensus
- When the leader wants to be “one of the gang”—which may or may not be desirable

Have the participants play one of these initiative games.

**TP Shuffle**

I. The Challenge and Objectives

Half of a group will stand on one end and the other half will stand on the other end of a pole or log that is lying on the ground. Without touching the ground, the two parties must change ends as quickly as possible.

II. Tasks of the Instructor

- A. Equipment needed: A 30-foot telephone pole or log anchored so that it will not roll
  - B. Setup and inspection of the event
    - 1. Check the condition and stability of the pole.
    - 2. Divide the group in half and position players on opposite ends of the pole.
  - C. Instructor’s weight test of the element: Ensure that the pole will not roll when people stand on it.
  - D. Issuing the challenge to participants
    - 1. All members of each team must be on the pole or log throughout the challenge.
    - 2. No part of anyone’s body may touch the ground.
    - 3. Assess a time penalty for every touch of the ground.
  - E. Safety precautions to consider: Ensure that the pole is stable.
  - F. Facilitation/debriefing of participants
    - 1. Lead a group discussion on the strengths and weaknesses of the group’s method.
    - 2. Have the group explore the possibility of a better or different way to achieve the challenge.
  - G. Closing the event: Not applicable.
- III. Variations for Accomplishing the Event  
Not applicable.



### **Everybody Up**

#### I. The Challenge and Objectives

Without placing their hands on the ground, participants stand up from a sitting position.

#### II. Tasks of the Instructor

A. Equipment needed: Not applicable.

B. Setup and inspection of the event: Not applicable.

C. Instructor's weight test of the element: Not applicable.

D. Issuing the challenge to participants

1. Have two people of approximately the same size sit on the ground facing each other so that the bottom of their feet are touching, their knees are bent, and they are tightly grasping each other's hands.

2. Challenge the pair to pull themselves into an upright standing position.

3. If the pair succeeds (most will), ask the two to include another participant and try standing up with three people, then four, and so on, until everyone in the group has been included in making an attempt.

4. Instruct participants to refrain from touching the ground with their hands.

E. Safety precautions to consider: Clear the area of obstacles.

F. Facilitation/debriefing of participants

1. Lead a group discussion on the strengths and weaknesses of the group's method.

2. Have the group explore the possibility of a better or different way to achieve the challenge.

G. Closing the event: Not applicable.

#### III. Variations for Accomplishing the Event

From a sitting position, stand up back-to-back.

### **Delegating**

Write *Delegating* on the flip chart. Ask participants what they think this means.

Accept suggestions and aim for the following:

- Leader identified the problem
- Leader sets guidelines, boundaries, or rules
- Leader turns the problem over to the group

Ask: *Who makes the final decision?* (The group)

*Must the leader accept the group's decision?* (Yes, if it falls within the established boundaries.)

Explain that there is another type of delegating. The leader turns over authority to someone else. Ask the participants for examples of this type of delegating that they have noticed during the week.

Ask when delegating is the right leadership style. Aim for the following:

- When the leader wants to be sure the group is fully involved
- When the leader honestly doesn't know what decision to make
- When the leader doesn't want the responsibility for the decision (which may or may not be desirable)

- When the leader wants an individual or the group to gain experience in arriving at decisions
- When the leader wants maximum enthusiasm for the decision
- When someone else can do the job better than the leader

Have the participants play this initiative game.

### **Blind Square**

#### I. The Challenge and Objectives

A group of at least eight blindfolded participants holding onto a rope must form a perfect square.

#### II. Tasks of the Instructor

##### A. Equipment needed

1. A rope, 40 to 75 feet long. The ends may be tied together to make the activity less difficult, or left untied to allow the group more options for solving the problem.
2. A blindfold for each participant.

##### B. Setup and inspection of the event: Not applicable.

##### C. Instructor's weight test of the element: Not applicable.

##### D. Issuing the challenge to participants

1. Participants begin by forming a circle while grasping the rope with both hands. Next, blindfold the participants, and ask them to form a square. When they believe the square has been formed, have them hold their positions while they drop the rope and remove their blindfolds.
2. After they have been blindfolded, all participants must keep at least one hand on the rope.
3. Blindfolds must stay in place until the instructor announces that they may be removed.

##### E. Safety precautions to consider

1. Clear the area of obstructions.
2. While blindfolded, participants must move cautiously to avoid injury.
3. Participants losing their grip on the rope should put up both hands as protective "bumpers" for the duration of the activity.

##### F. Facilitation/debriefing of participants

1. Lead a group discussion on the strengths and weaknesses of the group's method.
2. Have the group explore the possibility of a better or different way to achieve the challenge.

##### G. Closing the event

1. Secure the rope.
2. Gather the blindfolds.

#### III. Variations for Accomplishing the Event

- A. Form a triangle.
  - B. Form a pentagon.
  - C. Form a circle.
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## Situational Leadership Defined

(Search the entire NCS staff to find an effective presenter.)

Tell participants: *Over the last few decades, people in the field of management have been involved in a search for the “best” style of leadership, yet the evidence from research clearly indicates that there is no single type of leadership style. Successful leaders are those who can adapt their behavior to meet the demands of their own unique situation.*

Tell them about a situational leadership model that was developed by organizational theorists Paul Hersey and Ken Blanchard. This model has been helpful to staff leaders in diagnosing the demands of their situation. It is based on a “maturity scale” or level of direction (task behavior) and emotional support (relationship-oriented behavior) a leader must provide given the situation and the readiness level of the follower or group, such as the camp staff or an individual camp staff member.

The recognition of task and relationship has two critical dimensions that relate to a manager’s behavior and has been an important part of management research over the last several decades. These two dimensions have been given various labels by different authors, ranging from “autocratic and democratic” to “employee-oriented and production-oriented.”

For some time, task and relationship behaviors were considered “either/or” styles of leadership that operated on a single continuum—from very authoritarian (or task-oriented) leader behavior at one end, to very participatory (or relationship-oriented) leader behavior at the other end. In more recent years, this concept has been dispelled. By observing the behavior of leaders in a wide variety of situations, researchers found that most leaders fell in one of two distinct and different behavior categories or dimensions. Therefore, situational leadership is defined as the interplay among these different behavioral dimensions and the readiness level of the follower in regard to a specific task.

### ***The Task and Relationship Axis***

See Descriptions of Leadership Styles and Situational Leadership bell curve in the appendix. Reproduce the bell curve on the flip chart.

Tell participants: *The lower right-hand box is high-task but low-relationship behavior, which we call S1, or style 1. In the upper right-hand box, we have behavior that is high-task and high-relationship, which we call S2, or style 2. In the upper left-hand box, behavior is low-task and high-relationship. This is called S3, or style 3. Finally, low-task, low-relationship behavior S4, or style 4, is in the lower left-hand box.*

## Summary

State that when group members share in the decision making, they will have a clear understanding of purposes and goals. They will be flexible and achieve maximum success.

Now refer back to the initiative games and the styles used. Also mention what the group decided about the style.

Read the following quotation.

*The best leaders are hardly known by their people.  
The next best leaders are loved and praised.  
The next best are feared.  
The worst leaders are despised.  
They have no faith in their people,  
And their people become untrustworthy.*

*The best leaders don't talk; they act.  
When their work is done, their people say,  
"We did it, all by ourselves!"*

Point out that the original quotation is from the ancient Chinese philosopher Lao-tzu.

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**Reflection:**  
**Sharing Leadership**

Lead a reflection that contemplates the following questions.

- Why would a leader want to share leadership?
- In your own words, what are the most important aspects about sharing leadership?
- What helps determine the style of leadership you use in a particular situation?
- Can somebody explain how sharing leadership relates to the ideas of control and influence that we discussed when we considered the skill of controlling group performance?
- How can planning be an important way to share leadership?
- Can someone explain how sharing leadership creates opportunities for learning? Why is this important?
- When you are a leader, do you feel yourself wanting to "be in control" of everything yourself? Why or why not?

## Subject: Dealing With Difficult People

### Course: Management

#### Time Frame

60 minutes

#### Instructional Objectives

At the end of this session, participants will be able to

- Identify people with whom a camp director interacts.
- Identify skills that may be helpful in dealing with difficult people.
- Explain the balance between solving the problem and maintaining a positive relationship.

#### Training Aids and Equipment Required

- Flip chart and markers

#### Materials for Distribution

None

#### Methods and Overview

- Group discussion and brainstorming: Working With Difficult People
- Role-playing: Practice Dealing With Difficult People

## LESSON PLAN: Dealing With Difficult People

#### Working With Difficult People

Scouting involves lots of different people and all types of personalities. Most people are friendly. Others can be difficult, either all the time or just on occasion. Who are some of the people with whom you, as camp director, interact? Brainstorm and list ideas on a flip chart. Look for the following:

- Scoutmasters and other adult leader volunteers
- Parents and other family members
- Government officials
- Scouts
- Food service staff members
- Staff members
- Neighbors to the camp
- Council staff members
- Ranger
- Vendors

What skills do we use to deal with difficult people and/or avoid difficulties?

- Listening
- Using problem-solving ideas
- Communicating
- Asking "What can I do?"
- Giving clear expectations
- Asking others to intervene
- Defining roles early
- Suggesting alternative solutions

Remind the group about effective listening techniques (presented earlier):

- Maintaining eye contact
- Staying calm
- Controlling the environment—find a pleasant, private place
- Being nicer to the other person than he or she is being toward you

Make sure the group mentions:

- Don't jump to conclusions.
- Take notes.
- Control the discussion.

If the difficulty arises because a mistake has been made, remember the five points on recovery in the customer service presentation: apology, urgent reinstatement, empathy, symbolic atonement, and follow-up.

**Practice Dealing  
With Difficult People**

Role-play the following situations.

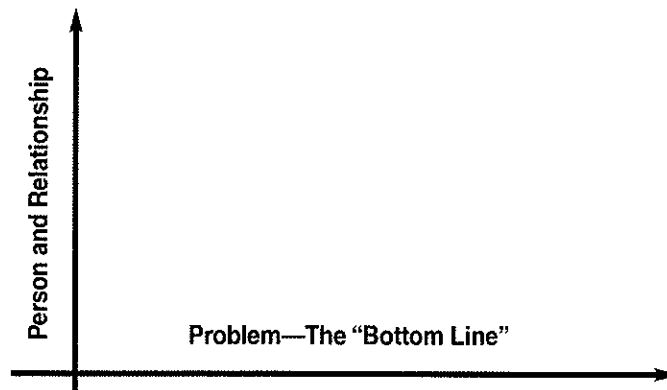
***The Overbearing Unit Leader***

A unit leader who has kitchen experience has become a problem to the kitchen staff. (He is critical, has a better idea on how to do everything from cleaning the place to serving the food.) You (as camp director) have heard he is coming to you to complain. This leader's company donates all of your cleaning supplies. He gets very loud, and it's not easy to talk with him. He has been known to gossip with other unit leaders. Role-play the meeting you have with this unit leader.

***The Defensive Program Area Director***

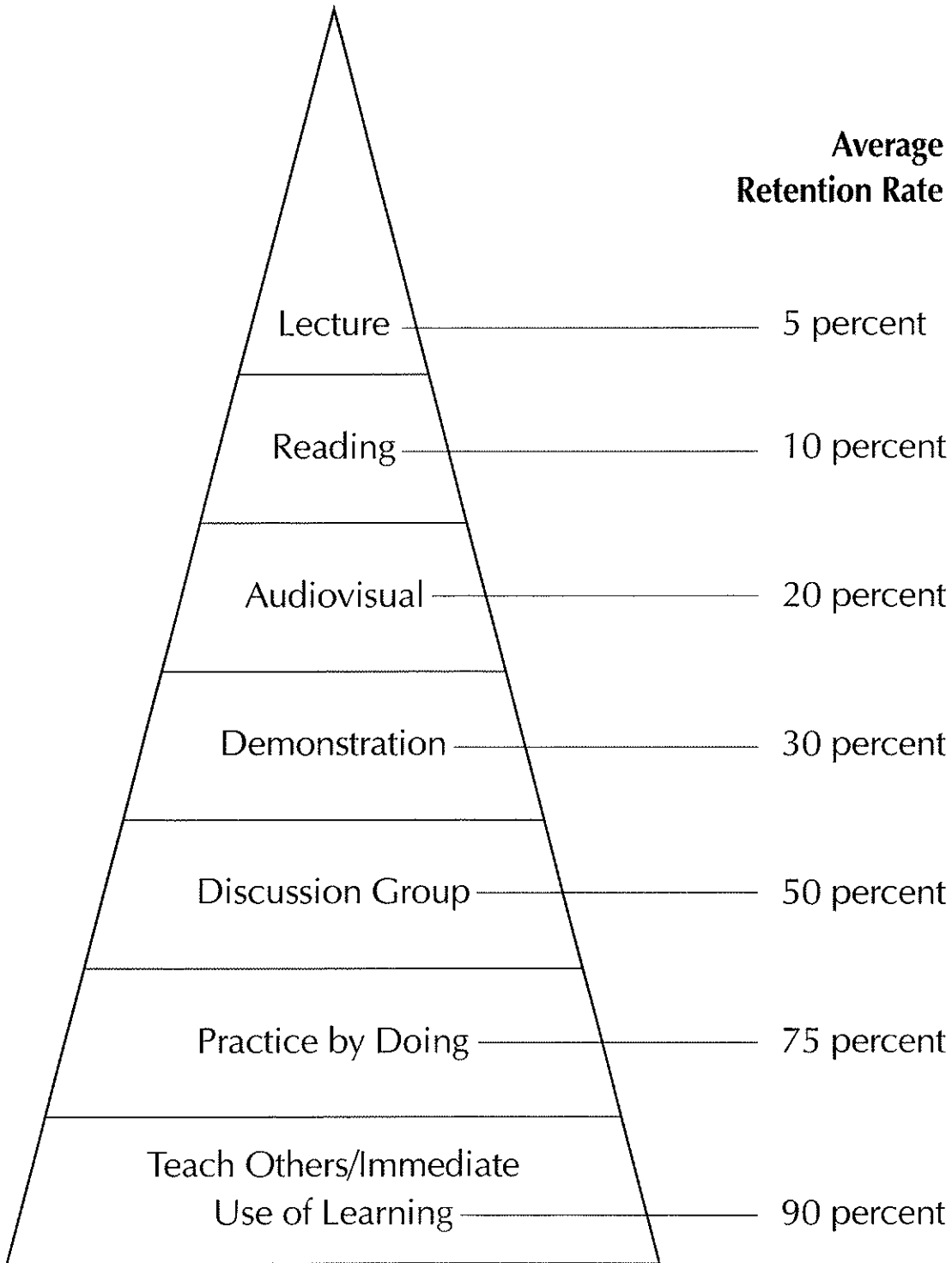
You have a staff member—the program area director—who is great. His reviews are very favorable from Scouts and leaders, and he is well-liked by his fellow staff members. However, he can be difficult when it pertains to his own area. He does not accept suggestions well and feels threatened when someone talks to him about his area. A leader has come to you (camp director) and has an idea for this particular area but is reluctant to tell the staff member. You agree that the idea is good and has merit. Role-play the meeting you have with the program area director.

As a group, review the two examples. Remind the group of the Person-Problem Graph.



In most difficult situations, there are two dynamics in play. Just solving the problem can hurt relationships, but just dealing with the "difficult" person will not solve the problem. An open and frank discussion with the other party about this dynamic and your desire as camp director to not only solve the problem but also build the relationship will help determine solutions.

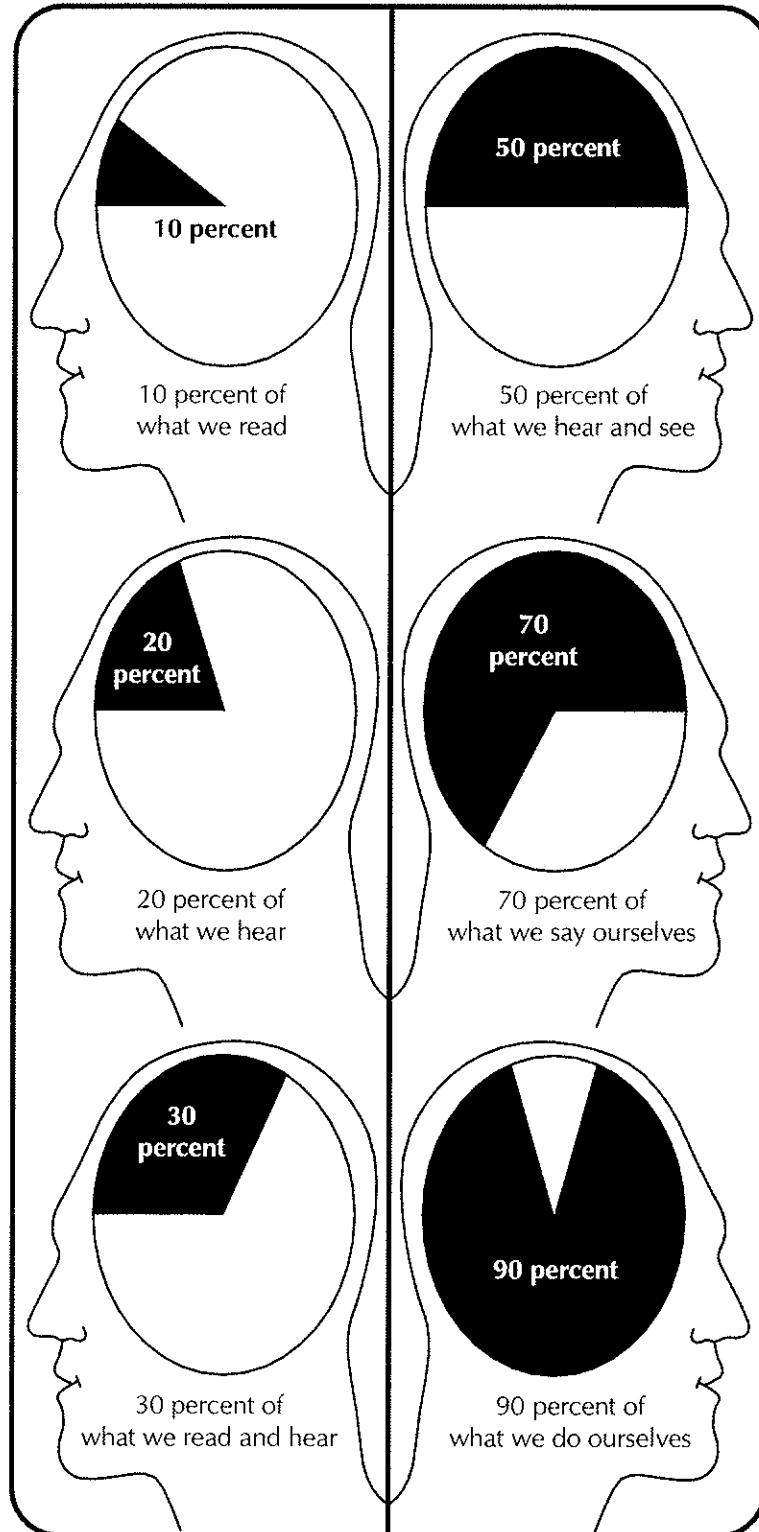
# Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

# How People Learn

What do we absorb or retain?





## **JOB DESCRIPTION: Scoutcraft/outdoor adventure director**

**Incumbent:** \_\_\_\_\_

**Reports to:** Program director

### **Requirements**

The scoutcraft/outdoor adventure director must be at least 18 years old and have a current (within five years) certificate of training from a BSA Scoutcraft/Outdoor Adventure National Camping School. The director must have a working knowledge of basic Scoutcraft skills and understand the Boy Scout advancement program. The director must also be a registered member of the Boy Scouts of America.

### **Responsibilities**

The scoutcraft/outdoor adventure director supervises Scoutcraft areas in camp including pioneering, camping, cooking, orienteering, fishing, and wood tools.

### **Specific Duties**

The scoutcraft/outdoor adventure director's specific duties include the following.

- Train staff members in skills needed.
- Oversee first-year camper instruction.
- Supervises the Scoutcraft/Outdoor Adventure instruction areas.
- Work with the commissioner staff to assist units in advancement programs.
- Keep an inventory of Scoutcraft equipment.
- Perform other duties as assigned.

## Descriptions of Leadership Styles

Note the following descriptions of each leadership style.

### Style 1 (S1)

Provide specific instructions and closely supervise.

### Style 2 (S2)

Explain your decisions and provide opportunities for clarification (explain why). Reduce supervision.

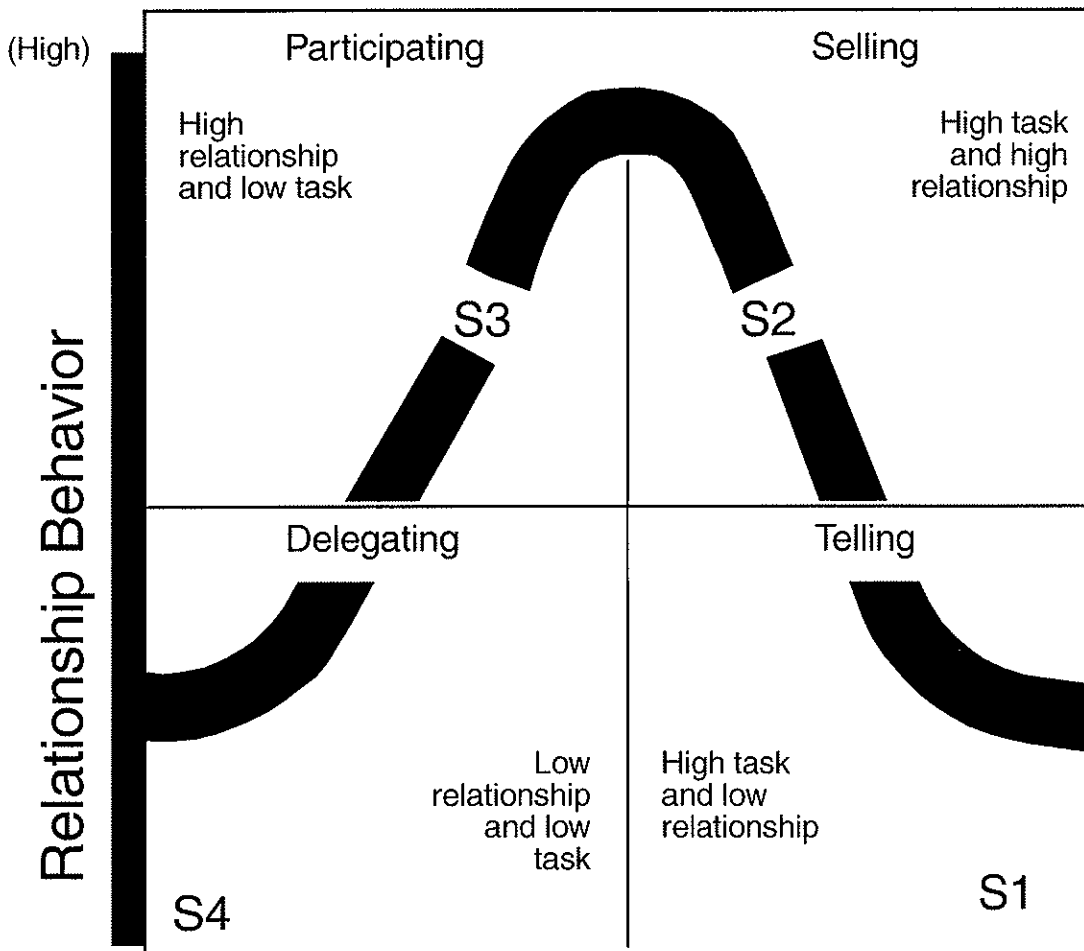
### Style 3 (S3)

Share ideas and facilitate in making decisions. Reduce supervision.

### Style 4 (S4)

Turn over responsibility for decisions and implementation. Minimize supervision.

## Situational Leadership™\*



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## Situational Leadership Defined

### Situational Leadership Is

1. The ability of leaders to diagnose the readiness level that followers demonstrate in performing specific tasks or activities.
2. The ability of leaders to adapt their style to provide the appropriate amounts of task and relationship behavior.

## Task Behavior and Relationship Behavior

**Task behavior** is the extent to which a leader engages in one-way communication by explaining *what* the follower is to do as well as *when, where, and how* tasks are to be accomplished.

**Relationship behavior** is the extent to which a leader engages in two-way communication by providing emotional support—“physiological strokes”—and facilitating behaviors.

# Camp Staff Members Are Most Productive When

1. They clearly understand what is expected.
2. They feel that their skills are growing.
3. They are both **satisfied** and **motivated**.

# Three Rules of Motivation

1. You can't motivate anybody.
2. Everyone is motivated.
3. People do things for **their** reasons, not ours.

## Good and Bad Experiences

### Good Experience

Write a short statement about a work episode, a time when you felt exceptionally **satisfied** and **motivated** on the job. (Write just enough so that you can recapture how you were feeling at the time.)

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### Bad Experience

Write a short statement about a work episode, a time when you felt exceptionally **dissatisfied** and **unmotivated** on the job. (Write just enough so that you can recapture how you were feeling at the time.)

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(You will **not** be asked to verbalize or share these statements of good and bad experiences.)

## **Motivators and Satisfiers**

### **Achievement**

- Specific mentions of success
- Successful completion of a project
- Problem solved
- Results; vindication

### **Recognition**

- Specific acts of recognition for contributions/performance
- Source? Anyone—boss, peers, customers

### **Growth**

- Performance-plan stretch
- Special assignments
- New, different, challenging work
- Experiences that enhance skills, abilities, knowledge, and a feeling of increased competence/capability

### **Responsibility**

- Given trust and risk tolerance
- Meaningful delegation
- Real influence in decision making
- Satisfaction that comes from doing the job with minimal supervision
- Responsible for our own efforts
- Responsible for the work of others
- New, tough task (even though no formal advancement)

### **The Work Itself**

- Satisfaction with doing the job/task
- Creative? Challenging? Varied? Monotonous?
- Closure: an opportunity to do the job from start to end

### **Advancement**

- Actual position level change/promotion

# Hertzberg's Key Points

To create a satisfying environment, one motivational authority recommends that you provide staff members with:

1. Opportunity for achievement
2. Frequent appropriate recognition
3. Growth in independence and responsibility



# Motivation Feedback Opinionnaire\*

## Part I

Instructions: For each of the following statements, please mark one of the seven possible responses by circling the number that corresponds to the response that best fits your opinion. Complete every item. You have about 10 minutes to do so.

	<b>Strongly Agree</b>						<b>Strongly Disagree</b>
1. Special wage increases should be given to employees who do their jobs very well.	+3	+2	+1	0	-1	-2	-3
2. Better job descriptions would be helpful so that employees will know exactly what is expected of them.	+3	+2	+1	0	-1	-2	-3
3. Employees need to be reminded that their jobs are dependent on the company's ability to compete effectively.	+3	+2	+1	0	-1	-2	-3
4. A supervisor should give a good deal of attention to the physical working conditions of employees.	+3	+2	+1	0	-1	-2	-3
5. The supervisor ought to work hard to develop a friendly working atmosphere among co-workers.	+3	+2	+1	0	-1	-2	-3
6. Individual recognition for above-standard performance means a lot to employees.	+3	+2	+1	0	-1	-2	-3
7. Indifferent supervision can often bruise feelings.	+3	+2	+1	0	-1	-2	-3
8. Employees want to feel that their real skills and capacities are put to use on their jobs.	+3	+2	+1	0	-1	-2	-3
9. The company retirement benefits and stock programs are important factors in keeping employees on their jobs.	+3	+2	+1	0	-1	-2	-3
10. Almost every job can be made more stimulating and challenging.	+3	+2	+1	0	-1	-2	-3
11. Many employees want to give their best in everything they do.	+3	+2	+1	0	-1	-2	-3
12. Management could show more interest in employees by sponsoring social events after-hours.	+3	+2	+1	0	-1	-2	-3
13. Pride in one's work is actually an important reward.	+3	+2	+1	0	-1	-2	-3
14. Employees want to be able to think of themselves as "the best" at their own job.	+3	+2	+1	0	-1	-2	-3
15. The quality of the relationships in the informal work group is quite important.	+3	+2	+1	0	-1	-2	-3
16. Individual incentive bonuses would improve the performance of employees.	+3	+2	+1	0	-1	-2	-3
17. Visibility with management is important to employees.	+3	+2	+1	0	-1	-2	-3
18. Employees generally like to schedule their own work and to make job-related decisions with a minimum of supervision.	+3	+2	+1	0	-1	-2	-3
19. Job security is important to employees.	+3	+2	+1	0	-1	-2	-3
20. Having good equipment to work with is important to employees.	+3	+2	+1	0	-1	-2	-3

\*This exercise was taken from the Boy Scouts of America's Center for Professional Development, No. 4023PDC.

# Motivation Feedback Opinionnaire\*

## Part II—Scoring Matrix

### Scoring

1. Transfer the numbers you circled in part I to the appropriate places on the chart below.

Statement No.	Score	Statement No.	Score
10	_____	2	_____
11	_____	3	_____
13	_____	9	_____
18	_____	19	_____
Total	_____	Total	_____
(Self-actualization needs)		(Safety needs)	

Statement No.	Score	Statement No.	Score
6	_____	1	_____
8	_____	4	_____
14	_____	16	_____
17	_____	20	_____
Total	_____	Total	_____
(Esteem needs)		(Basic needs)	

Statement No.	Score
5	_____
7	_____
12	_____
15	_____
Total	_____
(Belonging needs)	

2. Record your total scores on the chart below by marking an "X" in each row next to the number for your total score of that particular "needs motivation."

	-12	-10	-8	-6	-4	-2	0	+2	+4	+6	+8	+10	+12
Self-Actualization													
Esteem													
Belonging													
Safety													
Basic													

Low Use

High Use

Once you have completed this chart, you can see the relative strength of each of these areas of "needs motivation."

There is, of course, no "right" answer. What is right for you and what matches the actual needs of your employees is specific to each situation and each individual. In general, the "experts" tell us that today's employees are best motivated by efforts in the areas of belonging and esteem.

\*This exercise was taken from the Boy Scouts of America's Center for Professional Development, No. 4023PDC.