Leading at Manchester for Research Fellows

Module 5: Focus on Engagement and Motivation

Aim

The aim of this module is to support delegates be more aware of how they can flex and choose different leadership styles and approaches to situations with the aim of increasing motivation and engagement.

Objectives:

By the end of this module you will be able to:

1. Identify various leadership styles and know when to use effectively
2. Recognise the value of delegating effectively
3. Consider methods for effective delegation
4. Build engagement within your team
5. Describe the importance of motivating your team members
6. Enhance performance development conversation outcomes

Your objectives for this module

"Pull the string, and it will follow wherever you wish. Push it, and it will go nowhere at all." -

Dwight D. Eisenhower

What is Situational Leadership?

Situational leadership is a leadership style that has been developed and studied by Kenneth Blanchard and Paul Hersey. Situational leadership refers to when the leader or manager of an organisation must adjust their style to fit the development level of the followers they are trying to influence.

Situational Leadership model
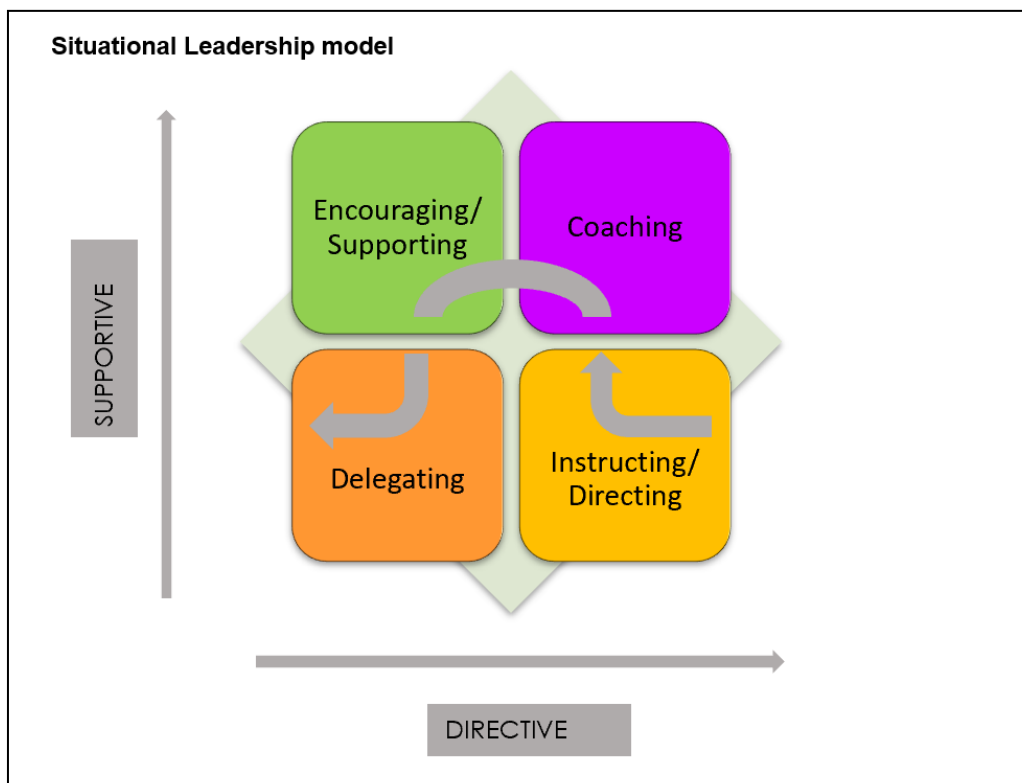
a.   What does this mean for you as a manager / leader?

_____

_____

b.   What might happen if you use the wrong style?

_____

_____

What behaviours would the leader use in each style?

Directing	
Coaching	
Encouraging	
Delegating	

Skill/ Will Model

The Skill Will matrix is used to assess an individual's skill level and willingness to perform a specific task. Knowledge of a person's skill and will can help you to create a plan of action to help them to achieve the desired results.

Readiness Level 1 (R1) – Low Competence/Skill & Low Commitment/Will
At this level your team member would still lack the ability to do the task and would display no willingness or confidence to overcome this lack of knowledge

Readiness Level 2 (R2) – Low Competence/Skill & High Commitment/Will
Your team member would lack the ability to do the task you set them but would be enthusiastic and willing to overcome this in order to complete the task.

Readiness Level 3 (R3)– High Competence/Skill & Low Commitment/Will
This team member is capable of performing the task but shows no willingness or confidence to actually do it.

Readiness Level 4 (R4) – High Competence/Skill & High Commitment/Will
This is a desirable state, as your team member is both able to complete the task and displays an enthusiasm and willingness to do so.

R2 High WILL Low SKILL (Coaching)	R4 High WILL High SKILL (Delegating)
R1 Low WILL Low SKILL (Directing)	R3 Low WILL High SKILL (Encouraging)

Desire - **Will**

Ability - **Skill**

"Skill" refers to a person's ability, proficiency, facility or dexterity in a given capability… a "capability' being some bit of knowledge or behaviour that the person can demonstrate.

Will" refers to one's motivation, volition, inclination or desire to achieve, to initiate (and sustain, despite obstacles) a given capability… this includes actions such as taking on new

Investigating for Skill

This may include an individual's training, role perception, understanding and/or experience.

Skill - Ask or Say:	Skill Factor
Which skills did you learn previously that will help you with this task?	Training and Education
Which skills did you already practice on the job or in the training room?	Training and Education
How would you describe your role on this project?	Role perception
Who are your key internal resources for this project and what are their roles in relation to yours?	Understanding/ Role perception
Tell me how you plan on getting from point A to point B	Understanding
Tell me how you would go about completing this assignment?	Understanding
Tell me how you handled this in your last position	Experience

Investigating for Will

This may include an individual's desire, incentive, security and/or confidence.

Will - Ask or Say:	Will Factor
How do the goals of this project fit with your personal development plan?	Desire to Achieve
What impact will successful completion of this task have for you personally?	Incentive
Tell me about any misgivings you have with regard to doing this task	Incentive/Security
What type of support do you need from me?	Confidence
How comfortable do you feel in doing this task?	Confidence

What other questions could you use?

Situational Leadership Scenarios – Consider these in own time

Instructions: Use the Situational Leadership Model to manage appropriately in each case.

- a) Diagnose the readiness level of the team member(s) in each case (see below).
- b) Determine the appropriate Situational Leadership style to use in each case (Directing, Coaching, Supporting, Delegating)

Scenario 1

For the past two years, two members of your team have been working together effectively with encouragement from you. Lately, however, conflicts between them have caused problems at work and lower morale. ***Would you…***

a. Get them together and tell them how they can resolve their conflict and see that they do it.

b. Talk to them separately about the problem, and then get them together to discuss the problem. Encourage them to get along together and support their efforts at cooperation.

c. Talk to them separately to get their ideas, and then bring them together and show them how to work out the conflict using their ideas.

d. Tell them you are concerned about the problem but give them time to work it out by themselves.

Readiness level: _____   **Appropriate style _____**

Scenario 2

You were recently appointed manager of a new team. Since taking over, you have noticed a drop in performance. There have been changes in processes and practices and your team members have not mastered the new skills needed. Worst of all, they do not seem to be motivated to learn these skills. ***In a team meeting, would you…***

a. Discuss the team's drop in performance. Listen to their concerns. Ask for their solutions for improving performance. Express your confidence in their strategies. Emphasize their past efforts but periodically check on performance as they carry out their strategies.

b. Outline the necessary corrective actions you want them to take. Explore alternatives and incorporate their ideas. Modify the plan if appropriate but see that they implement it.

c. Tell them about the drop in performance. Ask them to analyze the problem and draft a set of action steps for your approval. Set a deadline for the plan. Track their performance.

d. Outline and direct the necessary corrective actions you want them to take. Define roles, responsibilities, and standards. Closely monitor their performance for improvement.
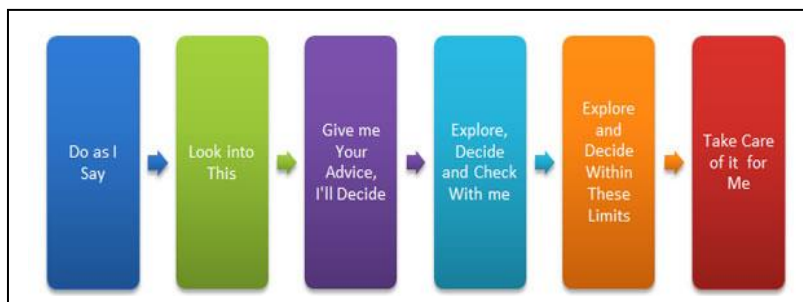
Readiness level: _____　　　　**Appropriate style _____**

Readiness level: _____　　　　**Appropriate style _____**

Delegation

How to delegate: W.O.R.D. to U.S.E.

- **W**hy me? Why this task?
- **O**bjectives or Outcomes
- **R**esources available
- **D**eadlines – start and end
- **U**nderstanding – be sure to check
- **S**et controls – regular meetings to update on progress
- **E**ncourage, Empower and Exit

Six Degrees of Delegation

1. Do exactly as I say. This is the situation and what I have decided

2. Look into this and inform me about the various options. I will then decide

3. Consider the situation and give me your recommendation on how to proceed. I will then decide and share my decision with you

4. Examine the situation and make a decision. Check with me before going ahead and implementing your decision

5. Deal with this situation, but consider these parameters. So long as these parameters are satisfied, make a decision and go ahead with it. Otherwise, check with me

6. Here is the situation. I want you to take care of it. I trust your judgement. Here are the resources available for it. Do what is necessary

What is the impact on:
   (a) **Your control of the task as a manager?**
   (b) **The time you spend on the task (even if not directly).**

Delegation challenge

Pick a task. Pick a team member / colleague.

Use WORDS to USE and resources in your workbook to support your approach to delegating and to consider how you will have the conversation to explain what is needed

You have 5 minutes to prepare, 5 minutes to share both ways, and 5 minutes to reflect on what worked well, what could have been 'vene better if'.
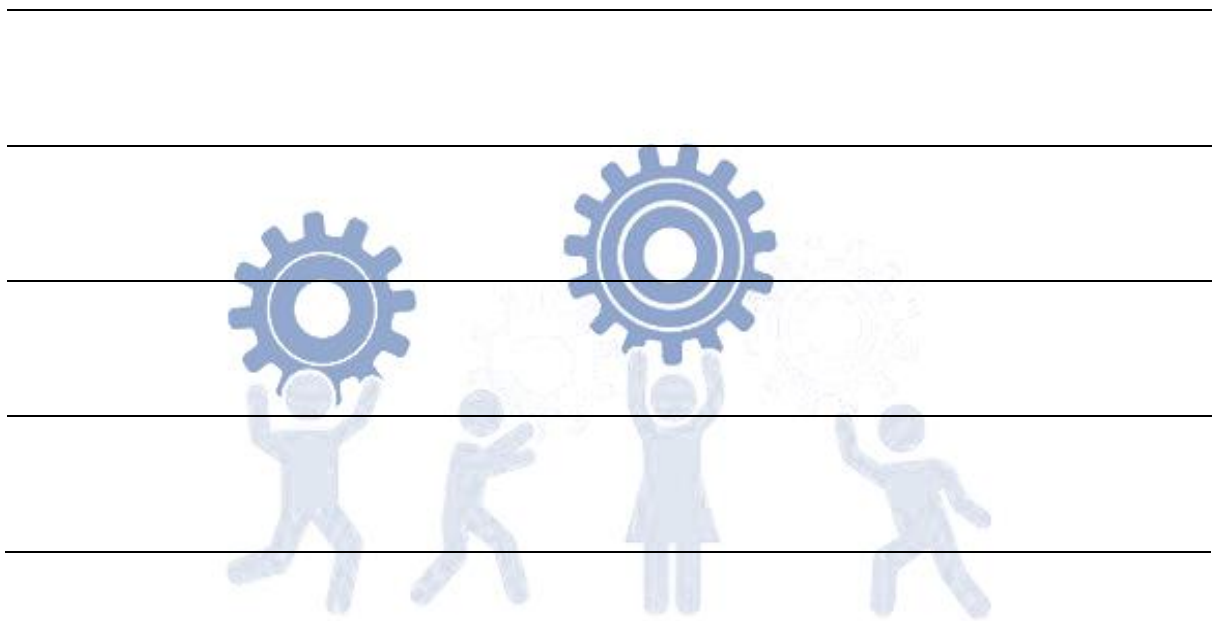
Employee Engagement

What is Employee Engagement?
Employee engagement is a workplace approach resulting in the right conditions for all members of an organisation to give of their best each day, committed to their organisation's goals and values, motivated to contribute to organisational success, with an enhanced sense of their own well-being.

Employee engagement is based on trust, integrity, two way commitment and communication between an organisation and its members. It is an approach that increases the chances of business success, contributing to organisational and individual performance, productivity and well-being. It can be measured. It varies from poor to great. It can be nurtured and dramatically increased; it can be lost and thrown away.

Engaging for Success Report (the Macleod Report) sets out findings of four common features of highly engaged and high performing organisations (the **Four Enablers**):

1. A strong leadership narrative (developing story and direction)
2. Engaged managers (and who themselves are engaging)
3. An effective employee voice (employees believe their actions can have an impact)
4. Integrity (behaviour in the organisation is consistent with its values)

What's employee engagement for you and me as employees?

✓ Employee engagement is getting up in the morning thinking, "Great, I'm going to work. I know what I'm going to do today. I've got some great ideas about how to do it really well. I'm looking forward to seeing the team and helping them work well today".

✓ Employee engagement is about understanding one's role in an organisation, and being sighted and energised on where it fits in the organisation's purpose and objectives.

✓ Employee engagement is about having a clear understanding of how an organisation is fulfilling its purpose and objectives, how it is changing to fulfil those better, and being given a voice in its journey to offer ideas and express views that are taken account of as decisions are made.

✓ Employee engagement is about being included fully as a member of the team, focussed on clear goals, trusted and empowered, receiving regular and constructive feedback, supported in developing new skills, thanked and recognised for achievement.

✓ Engaged organisations have strong and authentic values, with clear evidence of trust and fairness based on mutual respect, where two-way promises and commitments – between employers and employees – are understood and fulfilled.

What's employee engagement for you and me as employers?

✓ Employee engagement is about positive attitudes and behaviours leading to improved business outcomes, in a way that they trigger and reinforce one another.

✓ Employee engagement is about our employees feeling pride and loyalty working for our organisation, being a great advocate of the organisation to our clients, users and customers, going the extra mile to finish a piece of work.

✓ Employee engagement is about drawing on our employees' knowledge and ideas to improve our products and services, and be innovative about how we work.

✓ Employee engagement is about drawing out a deeper commitment from our employees so fewer leave, sick absence reduces, accident rates decline, conflicts and grievances go down, productivity increases.

✓ Employee engagement is about organisation actions that are consistent with the organisation's values. It is about kept promises, or an explanation why they cannot be kept.

What employee engagement is not!

Employee engagement cannot be achieved by a mechanistic approach which tries to extract discretionary effort by manipulating employees' commitment and emotions. Employees see through such attempts very quickly and can become cynical and disillusioned.

This is about how we create the conditions in which employees offer more of their **capability** and **potential**
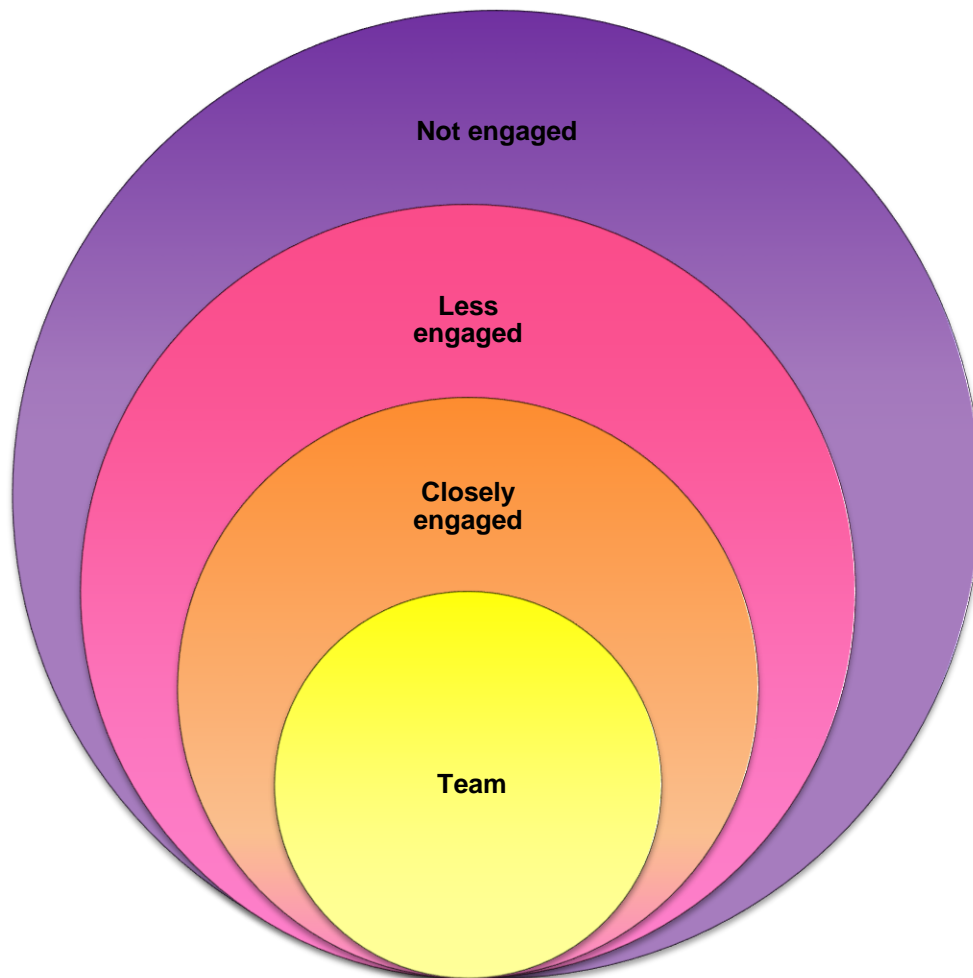
David Macleod

Engagement in my team

How engaged do you think your team is currently? Does this differ between individual members? It may help to plot where you currently seek their engagement on the diagram below, and where you think each can be developed to, and by when.

Not engaged

Less engaged

Closely engaged

Team

Capture your thoughts here.

Motivators and Hygiene Factors

Describe a time in your working career when you felt very motivated in you work and why.

Now describe a time in your working career when you felt very de-motivated in your work and why.

Fredrick Herzberg researched extensively motivation at work and found that in terms of motivation, first and foremost HYGIENE FACTORS need to be in place. They do not in themselves motivate, but if they are missing they can act as DE-MOTIVATORS.

These could be:
- Policies and administration within the Company
- The relationships we have with others at work
- Our salary
- Job security
- Working conditions
- Status
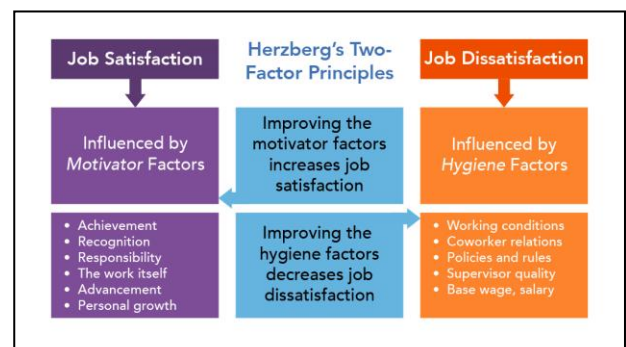
Motivation is then based around a second set of factors, which are identified as MOTIVATORS.

These include:
- A sense of achievement
- Gaining recognition for the things we have achieved
- Opportunities for advancement
- The nature of the work itself
- Development opportunities
- The amount of responsibility

Now consider these two questions (reference your 'What Motivates You' questionnaire answers)

- **What motivates you?** – These should fall into the MOTIVATORS section, and will motivate as long as the HYGIENE factors are at a satisfactory level

- **What de-motivates you?** – the absence of what Hertzberg calls the HYGIENE factors

If all the hygiene factors are in place will you be motivated? – Purely no their own, the answer to this is NO.

Finally for this section, you need to identify the steps you need to take to ensure the HYGIENE factors are in place and what you can do to increase MOTIVATORS with your team. Come up with some practical ways you can motivate your team in your area of the business.

Why People Work

There is a long list of factors which influence people at work. Some of them make people happy at work, others give them dissatisfaction. As leader or manager of people you should consider which things influence the attitudes of your team members to do their jobs.

- Enjoyment
- Achievement
- Recognition
- Advancement and prospects
- Responsibility
- Interest and Variety
- Salary
- Security
- Status
- Pay

- Involvement
- Hours of Work
- Working conditions
- Personal relationship with line manager
- Personal Relationship with colleagues
- Personal Relationship with team members
- Companionship
- Company policy and administration
- Personal life/help with problems outside work

Why do you work?

Why do your team members work?

Name	Reason

Motivation conversation challenge notes

1. What specifically motivates or demotivates in an academic context?

2. Which motivators/demotivators can you practically influence – and how?

3. How, as leaders, do we create an environment of intrinsic motivation in our team/area?

- And, in your own time, what coaching questions can you ask them to identify the issues opportunities around their motivation. OR What learnings/opportunities/issues might this raise?

Having a conversation about motivation – some tips:

Do….
1. Check your own emotional energy – you can't motivate if you're not engaged and excited yourself
2. Break things up into manageable chunks so it's not so intimidating. Milestones can help with focus
3. Encourage your group members to structure their days in ways that help maximise their productivity

Don't….
1. Sugar coat things. Acknowledge the challenges and the effort needed
2. Ignore obvious problems. If you see someone struggling, ask what you/they can do to change things
3. Disappear – you need to be visible and accessible especially if the going gets tough.

McClelland's Human Motivation Theory

Step 1: Identify Drivers
Examine your team to determine which of the three motivators is dominant for each person. You can probably identify drivers based on personality and past actions.

For instance, perhaps one of your team members always takes charge of the group when you assign a project. He speaks up in meetings to persuade people, and he delegates responsibilities to others to meet the goals of the group. He likes to be in control of the final deliverables. This team member is likely primarily driven by the power.

You might have another team member who never speaks during meetings. She always agrees with the group, works hard to manage conflict when it occurs, and visibly becomes uncomfortable when you talk about doing high-risk, high-reward projects. This person is likely to have a strong need for affiliation.

Step 2: Structure Your Approach
Based on the driving motivators of your workers, structure your leadership style and project assignments around each individual team member. This will help ensure that they all stay engaged, motivated, and happy with the work they're doing.

Examples of Using the Theory
Let's take a closer look at how to manage team members who are driven by each of McClelland's three motivators:

Achievement
People motivated by achievement need challenging, but not impossible, projects. They thrive on overcoming difficult problems or situations, so make sure you keep them engaged this way. People motivated by achievement work very effectively either alone or with other high achievers.

When providing feedback, give achievers a fair and balanced appraisal. They want to know what they're doing right – and wrong – so that they can improve.

Affiliation
People motivated by affiliation work best in a group environment, so try to integrate them with a team (versus working alone) whenever possible. They also don't like uncertainty and risk. Therefore, when assigning projects or tasks, save the risky ones for other people.

When providing feedback to these people, be personal. It's still important to give balanced feedback, but if you start your appraisal by emphasizing their good working relationship and your trust in them, they'll likely be more open to what you say. Remember that these people often don't want to stand out, so it might be best to praise them in private rather than in front of others.

Power
Those with a high need for power work best when they're in charge. Because they enjoy competition, they do well with goal-oriented projects or tasks. They may also be very effective in negotiations or in situations in which another party must be convinced of an idea or goal.

When providing feedback, be direct with these team members. And keep them motivated by helping them further their career goals.

What are your thoughts on your team's motivation?

Your Action Plan:

Use this page to record your notes on Action Plan from this Module.

What are 2 or 3 things that you're doing well right now in focusing on results and managing for performance?

What are 2 or 3 things you would like to improve in your ability to manage your team?

List one specific thing that you will apply from this module.

Follow-up tips:

1. Discuss your learning with your manager and team members
2. Identify your strengths
3. Identify areas for development
4. Use the "Rule of 2" - Review your progress in 2 days, 2 weeks and 2 months
5. Choose one or two specific actions
6. Ask your manager for support and guidance
7. Find a mentor or coach

Your continuing development

On-the-job activities are the best way to reinforce your learning from this programme. Here are a few activities that we'd like you to complete before the next module.

1. Consider how to adapt your approach with different members of your team in change situations, based on what they tell you, or on your perception of their needs in these situations. Ask for feedback on whether your approach is felt to be helpful or not in each case. Reflect here on how it went and what changes you will make going forward with your interactions with team members

2. Delegate a complex and/or stretching piece of work to someone in your team.

   a. How effectively did you delegate the work? What methods did you use to monitor progress? How have you measured this?

   b. What support did you need to provide to the individual to help them succeed?

   c. What was the outcome of this delegation?

3. Thinking about motivation and teams and answer the following questions:

   a. What are the main motivational factors in your area of the university and how do they impact on the team itself, the individuals within it and the University?

   b. Why is it important for a manager to motivate the team and the individuals within it to achieve goals and objectives

   c. Challenge yourself to use the motivational questionnaire you used in the pre-work with your team and discover their personal motivation. What impact will this have on the way you communicate with individuals in your team?

4. On-the-job activities are the best way to reinforce your learning from this programme. Here are a few activities that we'd like you to complete before the Impact event.

Resources – Engagement and Motivation

Ken Blanchard, Leadership and the One Minute Manager: Increasing Effectiveness Through Situational Leadership
https://www.librarysearch.manchester.ac.uk/discovery/fulldisplay?docid=gvrl_refCX3415900041&context=PC&vid=44MAN_INST:MU_NUI&search_scope=MyInst_and_CI&tab=Everything&lang=en

Sherman's Six Degrees of Delegating
https://mbs.edu/news/the-art-and-benefits-of-delegating

Happy secret to better work, Shawn Achor
https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work

Engaging for Success Report (the Macleod Report) - https://tinyurl.com/za329k9

McClelland's Human Motivation Theory
https://www.mindtools.com/pages/article/human-motivation-theory.htm

The surprising truth about what motivates us – Dank Pink RSA ANIMATE: Drive: The surprising truth about what motivates us - YouTube

Other resources

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