THE CORPORATE WORKPLACE ENVIRONMENT: ACHIEVING EMPLOYEE MOTIVATION TO OBTAIN SUCCESS

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by

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DEDICATION

This graduate project is dedicated to:

My father and mother, Mr. Edy Martinez and Mrs. Luz Marina Martinez (rest in peace), my husband Mr. Guillermo Monterrosa, and daughter Ms. Ana Marina Monterrosa, family members and loving friends. The indefinite love and support they all have given me have sparked my motivation to pursue this project and my career. Even though my educational experiences have been challenging in learning the subjects for this field, they have always managed to be there for me encouraging me to get back on my feet in search for the pot of gold that I have now found. Now that I have found what I was looking for, I can pursue life with my chin up and confident that all the hard work made the best come out of me. The best of me has been invested in this project material which I now share with you in obtaining my Master’s degree. My greatest wish of all is for you to like this project as much as I did creating it for you. Enjoy.
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I would love to give infinite thanks to the members in my committee who have supported my work and helped me be there when I have needed it most.

To my chair, Dr. Adele Gottfried,

To my committee member, Dr. Carolyn Jeffries

To my committee member, Ed. D. Gregory Jackson,

I extend my sincere feeling of gratitude for being part of what is one of the most important chapters in my life. My ability to complete this major would not have been possible if neither member had believed in me. Their unique and special styles of teaching made me hungrier to learn more about this major’s subjects and as a result, a now smarter than ever before student will proudly leave this University as a graduate, wishing to one day become just as smart as they all are. They will forever be admired.
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ABSTRACT

THE CORPORATE WORKPLACE ENVIRONMENT: ACHIEVING EMPLOYEE MOTIVATION TO OBTAIN SUCCESS

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This employee motivational workshop manual and handout was designed to acquaint and familiarize all managerial staff and employees with corporate employee motivational concerns; concerns that reflect in the overall quality and production of the staff. Administrators and corporate managers are all expected by the higher supervisors like Chief Executive Staff as well as customers and vendors, to deliver results, on time (if not sooner) and while on task budgets. Motivation is a challenging experience that both corporate businesses and their employees face every day.

Practicing the use of a solid informative motivational handout like the one in hand can help reduce some risks associated with quality and production of most task projects that employees may take on as assignments.

As corporate managers, it is important to understand employees’ behavioral styles, motivators and individuals’ motivation as well as both personal and professional goals and in addition, recognize and identify which of the areas affect their overall performance.
CHAPTER I

INTRODUCTION

When observing a successful and supportive office staff member, it is likely to come across as an employee who is willing to take initiative as long as the employee is not hindered by feelings of inadequacy. It is important to note that those who find success across different personal domains, especially in the work place, did not necessarily obtain their achievements based on their own merits. In a recent experimental study, Sheldon and Filak (2008) found that needs for autonomy and competence required managerial support and supportive office staff for competence and relatedness which showed various effects on employees’ intrinsic motivation during procedures allowing a willingness to recommend to others. In sum, achievers surely found themselves confronting many barriers that could have potentially impeded them from reaching their own success. However, they were able to eventually overcome such barriers in order to achieve such desired levels of success. Employee motivation also plays a big roll when referring to overall quality and production. For this matter, it is important as a company goal to achieve improvement in the way all staff views and does their work, while exercising team building and productivity improvement. The reason for strengthening employee motivation in a corporate setting is for individuals to collaboratively bring together a collection of resources and ideas. By studying the principles of employee motivation, a company can benefit by achieving higher productivity in the workplace.

Statement of the Problem

Supervisors throughout many corporate banking departments have seen a significant amount of discrepancies in the completed quorum queues and the error report rates reflecting a higher than expected percentage of mistakes. These alarming results
have supervisors scavenging for answers about the normative need that can help strengthen their staffs’ motivation of work ethics.

The target participants for this workshop manual and handout include corporate management at all levels, to include junior and senior management, administrators and team employees.

The beneficial and ultimate goal is for all corporate staff members to achieve an overall higher and better attitude towards work performance and quality.

Purpose

This purpose of this project is to develop a workshop manual and handout of collective sources of information to help managers and corporations gain a better understanding of tools and strategies on how to better motivate their employees. The workshop manual and handout will help identify what the most effective methods are to motivate employees by using appropriate strategies. Mastery and performance both deal with tasks in the workplace. It is based on management as well as the individual employee to seek what his/her most efficient and beneficial way to achieve both of these.

Significance

The significance of this employee motivational workshop manual and handout is to aid employers, human resource departments, administrative staff, supervisors, department managers and team leaders in having a better view of how to assist and deal with obstacles that employees face when trying to achieve success. As a result, they will also be better able to make determinations and implement a motivational model that results in the maximum and positive end result, with a more productive and effective employee force, which will also be there for the long run. Retention rates will also increase as a result of increased motivation.
Definitions

1. Motivation: as stated by Ran (2009) is generally defined as the process that accounts for an individual’s intensity, direction, and persistence of effort toward attaining a goal.


3. Extrinsic Motivation: Sheldon (2007) defines extrinsic motivation as the desire to do something because of the external rewards and reinforcements it brings.

4. Self-Efficacy: Santrock (2009) describes Self-Efficacy as the belief that one can master a situation and produce positive outcomes.

5. Need for Achievement: The need for achievement is defined by Williams (2007) as a continual striving for excellence, improvement in performance, and innovation.

Understanding Motivation

In order to better understand employee motivation, it is important to comprehend some existing theories of motivation that were developed by theorists who were in search of answers about which factors drive human motivation. Employees are motivated by different factors at work, including the type of tasks and the environment in which they perform. It is unlikely that an employee will perform at his/her best unless these motivating factors were to be present. Motivation in general, can be oriented toward avoiding any kind of failure as well as inspiring and engaging, and is often personal in nature. As to what motivates individuals, often might vary based on the individual person. But there are models which show effectiveness in motivating employees, and this manual and handout will be focusing on identifying them so that corporate offices and employees can obtain a broader view to the spectrum of using this to obtain a productive
and effective end result. To help better understand what are some of the issues with employee motivation, it is important to examine literature and studies on motivation, as well as what keys and techniques are best suitable for motivating any corporate employee, and these will be covered in the following chapter.
CHAPTER II
REVIEW OF LITERATURE

The theorists discussed in this chapter, had the idea that motivation was not only influenced but manipulated by specific contingencies with consequences in order for individuals to achieve a specific goal. The first focus about employees will be about the problems motivating corporate employees in the business world, followed by discussion of theoretical models and theories of motivation, self-determination and self-efficacy that could enhance employee interest, involvement and effectiveness in the workplace.

Motivation

Motivation as stated by Ran (2009) is generally defined as the process that accounts for an individual’s intensity, direction, and persistence of effort toward attaining a goal. Described by Elliot & Zahn (2008) as the energization and direction of behavior, these three concepts can be referred to as how hard be the individuals’ efforts and for how long are they maintained. In certain instances, motivation can serve as the explanation and the prediction of behavior of a particular individual’s work performance. Team supervisors need to realize that unlike behavior, motivation cannot be observed by the naked eye, but the reaction of its effects can be.

Motivation is a challenge that both corporate businesses and their employees face every day. Motivation is that spark, that intangible that catalyst that makes employees wants to stay with the team and give their very best, according to Herrera (2002). When trying to understand motivation, not only is it important to know what the corporate office problems are and what their priorities are, but also what management plan they have created before dealing with obstacles, and what strategies need to be considered in regards to achieving that employee motivation needed in each department. How can an
employee become motivated and be inspired to work when there are challenges that get in the way of achieving a set goal for success? As stated by Kohn (1993), effects on organizational performance, whereas their loyalty to the corporation is under question. In support to this idea, Sherman and Smith (1984) related interactions between intrinsic and extrinsic motivation with the structure of the employees’ working environment. In addition, Frey and Jegen (2001) argued that intrinsic motivation is usually undermined within the organizations’ internal procedures. Undermining that only creates difficulty and in certain instances even making it impossible for the business employee to want to take initiatives for delivering and achieving success.

**Intrinsic Motivation- Taking Initiative**

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence, Ryan & Deci (2000). During intrinsic motivation, Gagne & Deci (2005) explain that an individual engages themselves in an activity out of personal interest. Intrinsic motivation is evident when people engage in an activity because they find it interesting and derive spontaneous satisfaction from it, according to Deci & Gagne (2004). The satisfaction of a person meeting their inner needs for competence is what is important in order to maintain intrinsic motivation and operate effectively. Regardless of individual differences, in an organizational or management level, the employees’ strength of need gets assessed and matched with a task to predict employee motivation, job satisfaction and even work outcomes which then becomes autonomous. When an employee has strong intrinsic motivation, it reflects in their quality and production as work satisfaction. The satisfaction of the need for competence, relatedness and autonomy all together, is according to Ryan & Deci (2000) what allows
people to internalize any extrinsic motivation and to maintain intrinsic motivation. Relatedness plays an important role in the employees work life as well because it reflects having satisfactory relationships with co-workers and keeping work values and ethics in the workplace. In learning about employee internalization need, Deci, Eghari, Pat and Leone (1994) state that individuals’ have a natural proclivity to transform their external motives for their behaviors into internal ones and be able to integrate them giving a form of support to help that inner satisfactory need. For instance, any challenge like change in office task or their work procedures should be positively seen as a chance to learn something new that might just help facilitate their work flow and helping them produce a more quality type work than before. Managers, can help enhance this by helping their employee staff realize that during work and learning experiences, they are getting paid for acquiring these new skills and new corporate techniques. Work motivation can serve as a key mechanism for maximizing the use of human capability in obtaining organizational success. As explained by Gagne & Deci (2005), motivated employees who are highly motivated in their work are highly likely to see meaning in what they do, take initiative, and make extra effort to help their organization achieve expected goals.

Extrinsic Motivation-Fear of Failure

Sheldon (2007) defines extrinsic motivation as the desire to do something because of the rewards and reinforcements it brings. When rewards are used, they might contribute to some positive performance effects; however there is also a risk involved because they can also lead to an individual’s reduced enjoyment, creativity and even mental flexibility. An extrinsic reward in the workplace has been used not only to acquire the reward but to also avoid in some instances, anticipated punishments or use of
reinforcements. An employees’ behavior can be found to be influential, and there are two basic types of consequences for motivational behavior that managers and supervisors should become familiar with. One of the first recognizable consequences for behavior is the use of reinforcements, the second is punishment. Punishment which consists of positive and negative punishments is defined by Irons & Buskist (2008) as occurring when an event results in the decreased probability that the preceding behavior will occur on a future occasion. Positive punishment occurs when there’s a decrease in behavior as a result of adding a stimulus. For instance, a staff member who has a tendency to be late to work gets disciplinary action by given a written warning and never again are they late to work. The employee might now feel motivated to be more responsible with their work schedule to avoid future consequences. Negative punishment occurs when there is a decrease in behavior as a result of subtracting a consequential stimulus according to Irons & Buskist (2008). For instance, a company experiences bad internet connectivity, costing the company time and money, the company then decides to renew their contract with a new vendor to obtain better future service experience. Reinforcement which consists of positive and negative reinforcements is described by Irons & Buskist (2008) as occurring when an event results in the increased probability that the preceding behavior will recur on a future occasion. Irons & Buskist (2008) explain that positive reinforcement results when a stimulus is added resulted in an increase in behavior that does not necessarily imply a great or desirable consequence. For instance, bare feet during winter time become cold, cotton socks are worn and then feet begin to feel warm. Learning by association based on the experience and the achieved outcome, an individual can now know what to expect on future actions. On the other hand, negative reinforcement occurs when the removal of a stimulus results in an increased behavior according to
Irons & Buskist (2008). For instance, staff member catches flu, gets a flu vaccine which then results in the removal or reduction of the flu. Learning by association based on the experience and achieved outcome, an individual exposed to this scenario in the future is most likely to get a flu vaccine before the real cold season begins next time around to avoid catching it.

One of the reasons an employee encounters failure is because of the inability to analyze or encode a key of a specific model strategy of a work task. Furthermore, business employees may have insufficient motivation to put into practice whatever learning they have acquired because of fear of making serious mistakes, leading them only to make a reason for their insufficient will power. According to Bandura (1997), a common problem with employee motivation is that they often know what to do but cannot translate that knowledge into proficient performance. Even if they can make skilled translations of knowledge, they often fare poorly when left on their own because they cannot get themselves to put in the necessary effort to fulfill difficult task demands.

*Albert Bandura and his Social Cognitive Theory*

Albert Bandura, a great contributor to the field of psychology, is known for his development of the Social Cognitive Theory. The Social Cognitive Theory, as described by Schunk & Zimmerman (2006) is people’s beliefs and expectancies about their own competence and effectiveness influencing present performance as well as future learning and personal development. Cox (2005) specifies that Social Learning Theory consists of four steps of modeling:

- Attention- the more attentive the observer, the greater the learning
- Retention- being able to remember what is observed
• Reproduction- recreating what has been observed
• Motivation- reason to model behavior

**Attention**

Cosman (2012) explains that people are constantly bombarded with sensory information in which individuals must effectively select which information is processed and allowed to affect people’s motivational behavior. For instance, Fisher (2012) explains that in an empirical work, there is a high importance of team members being on the same page in order to achieve the coordinated interaction required to produce the desired team outcome. In addition, team members who experience a variety of qualities of team ethical motivational behaviors in similar fashions when dealing with the job task are likely to not only arrange, but orchestrate their individual ideas more effectively. These qualities also grant room for coordination of employee and team performance. In other words, their unique individual attention and motivation level is what contributes to the shared-ness necessary for team performance.

**Retention**

Santrock (2009) states that in order to reproduce a model actions, learners must code the information and keep it in memory so that they retrieve it. For instance, when a Team supervisor must improve a procedure, it would be recommended to break the procedure down into segments to help facilitate learning the task. When employees obtain good understanding, the task becomes easier and helps them feel confident of their competency, boosting up morale and motivation. Managers and Team leaders can benefit from this in that the employees’ knowledge and practice of the task is what can
help shorten the need of the employee to be asking over and over again or even having an employee become confused.

*Production*

According to Sullivan (2009), production is the standard of achievement which demonstrates ability to perform or accomplish a goal. An employees’ learning can be facilitated to help reach expected production. A method that can help facilitate production is by having employees divide the jobs into segment, just as previously mentioned. By doing this, it allows the employee a chance to work on a step-by-step basis as each move is shown, allowing staff to practice until the material is done right or correctly before proceeding on with any further steps. When the employee feels comfortable with their work task knowledge, they feel motivated and have a higher sense of confidence that feeds their production, making their job not only more effective but also self rewarding.

*Motivation*

Wentzel (2005) states motivation as individuals’ goal content directs efforts toward specific outcomes, and goal standards define acceptable levels of accomplishment. In other words, the stronger the person feels about their abilities and competencies, the higher the probability of their commitment to achieve a goal, project or objective. It is human nature for adults to become problem solvers of the challenges faced in everyday lives. Naturally, adults have a tendency to apply what has been gained in overall knowledge and apply it in individual situations. However, adults seek to make meaning out of their everyday experiences and it is their own motivation that drives every single one to it. Sullivan (2009) states that unless people believe they can produce desired
outcomes by their actions, they have little incentive to act, or to persevere in the face of
difficulties. For instance, an employee who frequently arrives late to work on a daily
basis, is given a disciplinary action, a written warning per-
se. During future arrival times, this employee would judge their perceived capability to
refrain from arriving late. Experiences like this one could have very well help structure
their motivational views about having better responsibilities at work.

*Albert Bandura and Self-Efficacy*

Santrock (2009) describes Self-Efficacy as the belief that one can master a
situation and produce positive outcomes. It is found to be linked with own personal
beliefs of capabilities. This belief also serves as the foundation of motivation and
individual accomplishments. Self-efficacy is in fact what theorist Albert Bandura
researched throughout many years in his career. Bandura (1997) shifted his program of
research to focus on how the self-efficacy system works; its origins, structures and
functions as well as its diverse effects and how this knowledge could be utilized for both
personal and social benefits. He viewed self-efficacy as the foundation for all individuals’
motivation and action. Bandura (1977) states that efficacy expectations determine how
much effort people will expend, and how long they will persist in the face of obstacles
and aversive experiences. The stronger the efficacy or mastery expected the more active
the efforts.

Donald & Jon (1998) explain that self-efficacy is a belief about the probability
that one can successfully execute some future action or task or achieve some result. Self
efficacy which is globally known to exist in all hierarchies in an organization, relates to
both production and performance by influencing the employees work motivation.
Bandura (1978) describes that by altering an individual’s immediate environment, by creating cognitive self-inducements, and by arranging conditional incentives for themselves, people can exercise some influence over their own behavior. In other words, employees can easily manipulate what can be their desired work performance. Donald & Jon (1998) discuss how specific self-efficacy is a state based expectation, meaning that it is a judgment about the likelihood of successful task performance measured immediately before any effort is expended on the task. Employee’s manipulation to achieve a desired work performance can also be influenced on an individuals’ personality, especially those with high self-efficacy. High self-efficacious employees believe that they are likely to be successful at most or all of their job duties and responsibilities according to Donald & Jon (1998). While performing, individuals are also cognitively appraising the progression of events. Employees work is most likable when they have significance of it.

Furthermore, Bandura (1986) states that individuals with high levels of self-efficacy are more likely to perform related behavior in the future. Therefore, people making self-satisfaction or tangible gratification conditional upon certain accomplishments, get motivated to expend the effort needed to attain the desired performance, Bandura (1978).

According to Eden (1990), supervisors are integral in shaping employees’ efficacy beliefs. Bandura (1986) suggests that managing supervisors play a dual role when dealing with employee self-efficacy by modeling and verbal persuasion. As stated by Amabile & Gryskiewics (1987), role modeling by supervisors is a fundamental contextual factor for employee creativity. Many organizational employees lack task details necessary for their own task success. However, by modeling and demonstrating, a supervisor can easily assist in increasing an employee’s performance strategy, especially when providing with the most proper informational data. Data that can perhaps help ease
the understanding of their work task. Gist & Mitchell (1992) support that providing employees with such data help them assess their own performance efficacy; self-judgment. Furthermore, Bandura (1986) explains that a supervisor’s involvement on verbal persuasion is conductive to self-efficacy formulation. In addition to persuading, such actions may also elicit positive emotive reactions on the part of an employee also amendable to stronger efficacy views according to Bandura (1997). From a managers’ perspective, it is important to keep in mind that because high self-efficacy individuals believe they can control efficacy targets, they are less likely to fear them or be unhappy with them. In the corporate world, when people view their environment as controllable regarding characteristics that are important to them, they are motivated to exerciser fully their perceived efficacy, which in turn enhances their likelihood of success as discussed by Latham & Pinder (2005).

**David C. McClelland- Theory of Needs**

According to Ran (2009), McClelland argued that people vary in the types of needs they have; needs that come from the inner self. Sisk (2009) states that individuals with strong achievement motivation spend time thinking about doing things better, and therefore need concrete feedback about their task and work. McClelland believed that motivation and how well a person performs in a work situation are related to whether that person has a need for achievement, affiliation, or power. As declared by Sisk (2009), McClelland considered that together, these three needs served to motivate the successful attainment of goals.

*Need for Achievement*
The need for achievement is defined by Williams (2007) as a continual striving for excellence, improvement in performance, and innovation. In this need, people who have a high sense of their need are likely to face and take charge of intermediate risks and also prefer moderate challenges that helps establish some measure of favorable outcomes. Individuals, who are in need of this achievement, tend to be more persistent in attaining such needed goals.

Need for Power

As described by Williams (2007), the need for power is seen as the desire to have an impact on or influence another person or situation. For instance, those indicating a high need for power, care about reputation and also engage in tasks that are highly visible and recognizable. Typically, those who fit into this need, tend to own careers such as executives or any other similar responsibilities that influence upon others. In fact, Williams (2007) explains that leaders who have high power motivation tend to create high morale in their subordinates. This is why it is so important to have excellent leadership skills, because a leadership’s ability might affect the climate of the group and ultimately, its effectiveness.

Need for Affiliation

Williams (2007) makes clear that the need for affiliation can be seen as the desire to establish, maintain, and or restore positive affective relationships. For instance, employees high in need for affiliation, take opportunity when possible to interact with other co-workers and have a tendency to express more of a fascination to be surrounded by others. These employees tend to be the most sociable or talkative ones in the
department. As previously mentioned, McClelland never suggested any relationships among his need categories, but did feel that all three were keys that worked together in motivating.

**Atkinson- Expectancy Value Theory**

Expectancy Value Theory is known for being one of the most important theories of achievement motivation. Covington (2000) defines how this theory held that achievement is the result of an emotional conflict between striving for success and avoiding failure. Shapira (1976) discusses how Atkinson asserted that there are two conflicting tendencies operating in people who are faced with achievement-related tasks. The first of Atkinson’s conflicting tendencies of the Expectancy Value Theory is the tendency to approach success (Ts). For instance, Covington (2000) gives the example of how the hope for success and the anticipation of pride at winning or prevailing over others was said to encourage success-oriented individuals to strive for excellence. The second of Atkinson’s conflicting tendencies of the Expectancy Value Theory is the tendency to avoid failure (Taf). Shapira (1976). Covington (2000) gives the example of how failure-avoiding individuals were thought likely to avoid all but the simplest tasks, unless extrinsic incentives such as money or the threat of punishment were introduced to overcome their resistance.

One of the most influential personality motives affecting employee motivation and performance is negative motivation, which in turn can act as beneficial in some situations. Nygard (1975) asserts that negatively motivated individuals find easy tasks moderately stimulating and thus positively motivating. When this positive motivation has been reached, Atkinson & Birch (1970) suggest that one of the best measures of motive
strength is the total time spent imagining achieving. While motivated, employees can easily simply the performances and expectations of a job task assignment, allowing them to better prepare and come up with a plan that they can unfold and perform more easily and effectively. During employees’ high motivation, it should be related to willingness to engage in a task as well as related to the effort applied to that task according to Revelle & Michaels (1976). Employees who take the time to assess their efforts and their success are given a chance to self-evaluate their work task performance. These forms of self assessment and self evaluations lead to wanting to have an understanding of self-worth.

*Self Worth Theory*

Thompson, Davidson & Barber (1995), state that in certain situations learners deliberately withhold effort; when poor performance is likely to reflect low ability, a situation of high intellectual evaluative threat is created. As explained by Latham & Pinder (2005), motivation may be low depending on the fit between the characteristics of the job and the person’s values; when people view their environment as controllable regarding characteristics that are important to them, they are motivated to exercise fully their perceived efficacy, which in turn enhances their likelihood of success. To help avoid negative and low performance, individuals might perhaps find the importance of considering the present versus perhaps future goals that might be too far to reach, helping them attain leadership in their successful efforts. As Sorrentine (1973) explains, when a group is working for the attainment of future as well as immediate goals, the leadership structure of the group may be quite different from that of groups working only for the attainment of some immediate goal. Furthermore, it is important that an individuals’ actual competence be perceived by the remaining group members in order for that person
to serve as a leader, as explained by Julian, Hollander & Regula (1969). When employees have strong sense and understanding in the work that they perform and produce, they become determined to approach the process repeatedly with the likeliness of dodging obstacles that stand on their way.

**Self Determination Theory**

Lan & Gurland (2008) define Self Determination Theory as the experience of engaging in behaviors for autonomous reasons that are fully endorsed by the self. Most naturally, people are motivated to attain goals that are compatible with their self-identity, as Latham & Pinder (2005) explain. However, according to Lan & Gurland (2008) employees who perform jobs for solely external purposes, purposes which may include salary incentives to avoid being dismissed from their job assignments, are non self-determined and have not therefore internalized the value of the job. Supervising staff can contribute during necessary circumstances. Gagne & Deci (2005) explain that by promoting autonomous extrinsic motivation in the workplace will no doubt involve enabling employees to experience meaningfulness, competence and self-determination.

**Douglas McGregor- Theory X, Theory Y**

Douglas McGregor, a forefather of management theory, is considered to be one of the top business thinkers of all times, as declared by Kallio (2006). McGregor’s Theory X and Theory Y were designed in his belief that a leadership’s greatest responsibility was to unlock employees’ maximum capabilities. According to Skidmore (2006), Theory X and Theory Y were developed by McGregor to indicate the two major belief systems managers held about the basic nature of workers under supervision. His ideal
development came about in the analysis of management’s behavior in various work settings, where he determined that a manager’s strong belief of their staff’s attitude towards work tasks actually reflected in the production result of those employees.

As explained by Kallio (2006), McGregor proposed that under the authoritarian management, here Theory X, employees would not work if left to their own devices and that these employees would become inherently lazy and would need constant supervision at work. Whereas under participative management, here Theory Y, employees would find work as natural as play.

Theory X

Theory X, according to Nirenberg (2004), is the belief that people are passive, dislike work, avoid responsibility, and need to be closely supervised and told what to do. In addition, it also holds that people are self-centered who are prone to resist change. Supervisors with strong belief in this theory have a tendency to micro-manage their employees because they feel that they need to monitor their staff’s every move closely since they doubt their capabilities and become suspicious about their employees’ initiative and creativity.

Theory Y

Theory Y according to Nirenberg (2004), is the belief that people find work natural and life affirming. In addition, it also holds that Theory Y people take initiative to reach out and take charge of responsibilities, are for the most part trustworthy, want to produce their best while being creative in their line of work. Leaders with strong belief in this theory, have a tendency to build a relationship, become supportive of creativity and
acts as a co-worker, acting less like a manager.

Now that these theories have been described, it would be important to clarify here how both of these come about and what occurs during each of these theories. For instance, according to Nirenberg (2004), during Theory X, an atmosphere of distrust, fear, intimidation, and disrespect are every day aspects of work for people who have a supervisor who is a strong follower of Theory X. On the other hand, during Theory Y, a comfortable level of relationship develops between the leader and staff, focusing on accepting mutual responsibilities and interests for achievement of their department’s objectives. To help clarify, Latham & Pinder (2005) explain that Theory Y applies when the supervisor and employee share the same identity; whereas Theory X applies when they do not. This type of work environment brings not only trust and reliability, but also mutual respect, high integrity, better flow of communication and also shared-ness of decision making.

Herzberg’s Hygiene

Herzberg (1974) defines motivation-hygiene theory as the two-factor theory of job attitudes or simply, as satisfier-dissatisfier theory. House & Widgor (2006) state that according to the theory, the satisfiers are related to the nature of the work itself and the rewards that flow directly from the performance of that work. In satisfaction, the primary determinants of job satisfactory are intrinsic aspects of the job called motivators, as stated by King (1970). An example of these motivators are the factors used by Herzberg (1974) explaining that what makes people satisfied at work are factors that relate to the content of their jobs-specifically achievement, recognition for achievement, interesting work, increased responsibility, growth, and advancement. As King (1970) describes, only
motivators determine job satisfaction. Herzberg (1974) explains that the satisfier factors are known as motivators because if they are present in appropriate amounts in any organization, they bring about work motivation as a corollary to their creating positive attitudes of job satisfaction. According to House & Widgor (2006), the dissatisfaction factors are associated with the individuals’ relationship to the context or environment in which he/she does work. King (1970) states that the primary determinants of job dissatisfaction are extrinsic factors, called hygiene. Herzberg (1974) explains that in this theory, what makes people unhappy at work is not what they do but how well they are treated. Working conditions, interpersonal relations with supervisors, salary, and lack of recognition and achievement can also cause dissatisfaction according to House & Widgor (2006).

Locke & Latham- Goal Theory

Latham & Locke (2007) discuss how the theory of goal setting states that there is positive linear relationship between a specific high goal and task performance. Latham & Locke (2006) explain that without goal-directed action, people cannot attain the values that make their survival and happiness possible. In addition, Latham & Locke (2004) argue that motivation can affect not only the acquisition of people’s skills and abilities but also how and to what extent they utilize their skills and abilities. Certainly for many people, the most important criterion for assessing the effectiveness of goal setting is in examining the effects it has on work performance according to Latham & Locke (2007). When an employee conducts self evaluation, a goal affects satisfaction in that it serves as the standard for evaluating one’s own performance. Managers are encouraged to participate and maintain presence in both individual and group goal settings. Latham &
Locke (2006) explain that assigned goals by a manager, for example, are as effective as self-set or participative set goals if they are accompanied by logic or a rationale from a manager. Employee’s high goals lead to greater effort, focus and persistence than moderately difficult or easy goals. In actuality, Latham (2003) state that there are many ways to convince people that goal attainment is important. For the most part in a work setting, when employees are confronted with job task goals, it becomes automatic for them to use any previous knowledge and skills acquired during an early task assignment or past experience that are relevant to the specific goal attainment. With regard to job satisfaction, when people perform well, they not only feel satisfied with their performance, they generalize this positive effect to the task; they like the task more than they did previously Latham & Locke (2006). Furthermore, goals are considered to be effective because they provide people with a challenge as well as feelings of accomplishment when progress is made toward goal attainment (Fried & Slowik 2004). In addition, as Latham & Locke (2006) describe, challenging goals provide a basis for increasing an individual’s personal effectiveness, relieving boredom and increasing mental focus on tasks. Fried & Slowik (2004) explain that indeed goals can reduce stress because goals not only provide people with a sense of purpose, they enable people to see the progress they are making in relation to the goals. As Latham (2003) explains, an alternative to assigning goals is to allow subordinates to participate in setting them. However, according to Fried & Slowik (2004) it is just as important for leaders to be accessible for at least two reasons: 1) to let people know what they are doing is both noticed and appreciated with regard to goal attainment, and 2) to encourage dissent with the goals that are set. The attainment of goal commitment can also be enhanced by leaders communicating an inspiring vision and behaving supportively. In conclusion,
Fried & Slowik (2004) advise that to gain goal commitment, one must understand the outcomes that people expect from attaining the goal. Overall, when achieving success, not only do employees become motivated for their work performance, but they see themselves as a success in the workplace to the extent that they are able to grow and meet job challenges by pursuing and attaining goals that are important and meaningful to them as explained by Latham and Locke (2006).

**Conclusion**

When this information is paired with the strategies and examples discussed throughout, results in employee motivation, behavior and performance, can markedly change. Impressively, all the theories to be included in this handout have motivation in common. When applying or practicing the use of these theories, it is hoped that it becomes easier for a person to analyze which type of motivation is best suited to their needs and what can be done in a beneficial matter to improve those personal areas of need.
CHAPTER III

METHODOLOGY

Motivation is an important component of learning and performance. Motivated learners can become active and curious, which has a positive effect on their performance. Furthermore, motivation can be self-generating or the product of good management. Either way, motivation is an important part of performance management because simply having a common goal is not enough. A person may understand the goal at hand, but may not have the motivation to pursue it. This chapter describes several components that can contribute to an employee’s motivation achievement through work performance.

When a learner is questioned about their discrepancies or gaps in their knowledge, their typical and common answer is that they are not having a good understanding of factors involved, lack a clear grasp of the material or the objectives, or even how to pursue using the material. For this particular reason, John M. Keller designed the ARCS Motivation Model whose specific aim is to provide guidance for creating answers to situations like the ones just mentioned in the sentences above. The ARCS Model for Motivation, which will be used in this chapter, provides a framework for incorporating motivational techniques throughout any informational procedure being taught in any business department.

The ARCS Motivation Model, works in the following form utilizing four components; attention, relevance, confidence and satisfaction. The four components about to be covered, will give a rundown of major dimensions that pertain to employee motivation, focusing in the framework of learning motivation and how managing supervisors can create strategies that help stimulate and retain motivation throughout each of the four component areas.
Attention

The first component of the ARCS Motivation Model is attention, which helps capture the participants’ interest and stimulate an attitude of inquiry, for instance an individual asking questions, use of personal or emotional information, the creation of a mental challenge and the use of humanistic interest examples. Learner attention is necessary for both motivation and learning. In motivation the issue has always been on how to stimulate and retain the learning employees’ attention span. Suzuki & Keller (1996) describe that attention is necessary to capture the interest of the learner and to stimulate curiosity to learn. Employee attention in a learning setting can be gained by perceptual arousal, requiring the utilization of a gift or doubt to obtain personal interest and through inquiry arousal, stimulating curiosity by presenting the individual with challenges or problems that need to be solved. During this first ARCS motivational model dealing with attention, an ideal form for supervisors or team leaders to obtain the learners’ attention, in this case their employee(s), it would be necessary to exercise:

- active participation
- variability
- humoristic approach
- discrepancies and conflicts
- specific examples
- inquiries

Concurrently with an activity that requires attention, the lead manager would adopt a plan of action that includes games, role playing of work related issues and if necessary, include a hands-on method that would help get their learning staff engaged with the subject matter. During variability, team supervisors would have to better
reinforce materials and account for individuals’ distinctive learning styles; perhaps the use of visuals like step-by-step printouts or some form of waterfall. A waterfall that describes the status and progress of task objectives by using a checklist format that employees and staff can utilize as a reference, or when revising at any given time. The use of humoristic approach will benefit by helping the individual maintain their interest and help motivate their enthusiastic level of accomplishment. When approaching staff with work discrepancies or conflicting issues, there is a possibility that statements will be posed that will go against a learner’s past experiences. However, it is necessary for supervisors and managers during this procedure to inform employees of what is occurring and why it is occurring so that they are better able to associate between performance and what the company’s or department’s expectations are. In order to help the employee obtain and retain commitment and employee motivation towards the objectives, department managers should explain the matter fully to its extent so that staff properly grasps and is able to quickly engage in the purpose of the action. When using a specific example that relates to obtaining employees’ attention, it is necessary to keep in mind the practice of updating or rechecking the validity of the individual’s knowledge to help assure that all tasks are performed equally and uniformly throughout the entire department. Managers should always recognize that in empirical work, there is a high importance of team members being on the same page in order to achieve the coordinated interaction required to produce the desired team or corporate outcome. Furthermore, team members who experience a variety of qualities of team ethics in similar fashions when dealing with tasks, become likely to arrange and orchestrate ideas more effectively, granting the teams room for coordination and performance while building and strengthening employee and team motivation. At the end, it is the individual employee’s
attention which contributes to the shared-ness that is necessary for team productivity and success. Lastly, when approaching staff with inquiring questions or problems, it is advisable to design these in a manner that allows the employee to problem solve. Perhaps, bringing up scenarios that require team brainstorming activities would be an ideal example that can help an employee exercise their task knowledge and experience.

Relevance

The second component of the ARCS Motivation Model is relevance. Establishing relevance is important in order to increase a learner’s motivation. Relevance, according to Suzuki & Keller (1996) is meeting personal needs and goals of the learner; in this case the learning employee demonstrates interest level and commitment. For instance; when dealing with application and association, a team lead should practice making the instruction relevant to what the learners’ needs and goals are. In other respects, the instruction needs to match learning styles and personal interests of those learning. A typical example would be to tie in the instruction to the individual employees’ experience and help them to see the relevance. This can be accomplished by simply utilizing familiar key terms and examples that staff can easily relate to. These six major strategies can contribute to this particular component:

- Experience
- Present worth
- Future usefulness
- Needs matching
- Modeling
- Choice
When considering experience, it would be most appropriate to tell staff how the new information being acquired will use their current skills to build upon that information or previous knowledge. According to Indiana.edu, learning tends to proceed more easily if a large list for instance, is divided into chunks of about 5-7 items and each chunk is mastered before the next chunk is taken on. Keller (2010) states, that when an individual has a good feeling about the personal meaningfulness of the material, or consciously recognizes its importance, then the individual employee will be motivated to learn it. When focusing on present worth, which is the second relevance component, managers should focus on clarifying for staff how the subject matter knowledge benefits them in the work flow, and also in the employee’s future use of the information at hand.

In attempting to match individual needs, as discussed in the previous chapter as the need for achievement, power and affiliation; work in correlation with each other. Ultimately, it narrows down according to Sullivan (2009) to the fact that unless people believe they can produce desired outcomes by their actions, they have little incentive to act or to persevere in the face of difficulties. When the intention of a manager or team supervisor is to influence their department, that leader needs to express what they want their team to accomplish. Tutoring, coaching or side-by-side assistance would be perfect examples that can be practiced when trying to influence staff. When an employee is allowed openness of choice, it provides room to utilize different forms or methods to pursue a particular task by customizing or organizing to the personal style that is most suitable for them to become more effective workers.

Confidence

The third component of the ARCS Motivation Model is confidence. Confidence
builds employees’ positive expectations of success. Team Leaders need to be certain that the learning experience will actually help the employee to display both competence and success as a result of their work and their abilities; an experience that should be achievable rather than a dreadful intimidating experience. In order for an employee to find confidence, it is necessary for them to first find value in the tasks they perform. Employee learners would benefit if managing supervisors help their employee learners understand their likelihood for success. The objective set out for staff members should be realistic and within reach to their capabilities and individual abilities. Setting a goal that exceeds their challenge level capacity may only serve to turn them off from wanting to perceive completion of a good product result. In addition to helping employees understand their likelihood for success is providing objectives and prerequisites, but not forgetting to provide feedback. While setting these objectives and prerequisites, supervisors should allow their employees to gain a sense of control from their learned material. According to Burton (2012), whichever task an employee performs, they must take pride in their professionalism. When an employee chooses to take ownership of their work in a professional way, that individual actually proves to others what he or she are capable of accomplishing and also reassures them to be confident in their coworker. A Team Leader might ask what is so beneficial about building staff’s confidence. As MacKay (2012) explains, by increasing staff’s self-confidence and they feel good about themselves, productivity and morale both improve. It is important for all department supervisors to exercise the idea that not only is confidence contagious, but people become decisive rather than tentative. Furthermore, these individuals also become optimistic of their product. While building confidence, managers should exercise making a spontaneous comment that has been worded positively and that demonstrates support;
anything that shows that they are being recognized as individuals and that their work effort is being appreciated. In addition, Keller (2010) explains that to help learners improve their confidence, it is important to provide feedback that helps them see the causes of their mistakes and how to take corrective action. Here, the employee has an opportunity to learn that it is common to make errors in their tasks and that they can also learn from them.

**Satisfaction**

The fourth and last component of the ARCS Motivation Model is satisfaction. Employee motivation requires managers to not only encourage, but to also support their intrinsic enjoyment of the learning experience at work. In addition, provide extrinsic rewarding consequences for the staff’s achieved success. As a result of using these motivational methods, the employee learning experience should be both satisfying and rewarding. Management should help their staff feel as though the new skill acquired will be useful and beneficial in their work process. To secure this, it is important to provide feedback and reinforcement. When employees are provided with results, they can appreciate these results and they become motivated and eager to learn. As Bargh & Ferguson (2000) explain, the feedback would be used as a moderator to guide behavior toward the automatized goal.

**Application of Reinforcements and Punishers**

Managers should maintain practice of giving praises when opportunity allows, however it is just as important to award punishers and reinforcements just as much to help achieve employees’ target behavior. Keller (2010) advises that one of the first things
that a leader can do is reward learners for behaviors that they intend to increase and subsequently reducing the use of rewards until a targeted behavior is reached. A great reason why it is not strongly recommended to practice frequent rewarding is because members might become nonresponsive to the contingencies. In other words, employees may become too dependent on rewards system and fail to grow their intrinsic motivation to excel. On the same token, when punishers are practiced more often than usual, it can push employees’ motivation level to a low drive, discourage them from task involvement and decrease their curiosity for learning and performance. A department supervisor needs to keep in mind that even if no motivational issues exist, motivation still needs to be retained by the department staff. When a team leader approaches a worker or holds a group meeting, they should include sufficient motivational tactics that will avoid holding instruction from being boring or dull. In addition, group leaders should also use a challenge level that retains both confidence and motivation in their employees’ engagement. Corporate managers need to anticipate motivational goals and objectives of any motivational encounters they might expect having, as explained by Keller (2010).

Motivation in the Workplace

Motivation has been a much discussed subject in all sectors of corporate management levels for years if not decades, and yet it has remained as a mystery understanding the aspect of motivational concerns and how to apply motivational theories to the work force. This chapter has presented a spectrum of ideas for use in a corporate work setting. This workshop manual and handout project will be demonstrating the use of John M. Keller’s ARCS Motivational Model with the purpose of acquainting its’ users with educational strategies and tactics to help employees gain attention, regain focus,
motivate and perform better in the corporate setting or any business environment.
CHAPTER IV
PROJECT

It is common for anyone to use the words leadership and management interchangeably. Staff members might see management as the person responsible of coordinating, deciding, organizing and taking charge of all duties that come with a managers’ job, whereas others, might see leadership as those visioning and directing, motivating, and disciplining staff. Although these leading roles are seen by employees as two distinct qualities of the job, in order for any corporate business office to achieve positive results in complex settings executive leaders should focus on managing and leading department teams while help in structuring and designing instructional material that exposes staff to motivational strategies when necessary or when opportunity allows.

By learning from all the components reviewed, it can be established that motivation is surely a critical component to learning environments. For this chapter, John M. Kellers’ Motivational Design model and strategies will be discussed. First it is necessary to gain some brief knowledge about how Motivational Design functions, especially in a work setting. Keller (2006), states that motivational design refers to the process of arranging resources and procedures to bring out changes in motivation. Any motivational design strategies used during employee learning or instructional settings, can contribute to the improvement of motivational learning and staffs’ motivation to perform better in their jobs. For all of Keller’s four contents to attain good outcome and effectiveness, motivational methods used in instruction must support instructional goals.

The purpose of the project presented in this chapter, will help examine effects of a prototype of motivationally-adaptive instruction setting. The motivational theory and design was furnished by John M. Keller’s ARCS Motivational Model (an acronym
formed from attention, relevance, confidence, and satisfaction), Song & Keller (2001). Communication will be one of the strongest sources utilized in this workshop manual and handout as it will serve as an interactive key along this process.

This workshop manual and handout is designed for corporate banking management of all levels to utilize in their departments in a meeting based form. Managers approaching employees with task change and/or upgrades of work flow guidelines will have employee learners sign in and collaborate in learning instructional content. The contents have to involve an assigned review at the end of each section and a final exercise that will fulfill the instruction requirements of employees to complete the learning of the task procedure.

The manner in which this workshop manual and handout is going to be implemented is that meeting sessions of instruction will take place. In these sessions, employee learners will interact with material content being presented. This company’s workshop manual and handout will be conveniently designed to allow friendly use with reminders and designed for personal reference and use. The material being used will include the exact material that will be presented at the meeting slides through power point presentation. This presentation will contain images and graphics to help support the visual learners while promoting attention awareness and encouraging motivation for exploration of further learning. The use of the handout will be available for employees to use when questions arise or for use when a manager needs to bring up an important or valuable point in the instruction that in the future can be used as reference. Managers should motivate their staff by reminding employees to follow a process of knowing by doing to help staff make sense of their own learning. As staff begins to get involved in their learning process and become familiar with the material, they can help stimulate
intrinsic motivation, gain learning confidence and start achieving satisfaction while enjoying the learning experience. In the mean time, supervisors must remain supportive but also inform employees’ through feedbacks of questions and touch of hints that serve as self-reminders helping those learning to focus and reflect on their understanding of information. The John M. Keller’s ARCS Motivational model will be implemented for use on this project by carrying out examples and exercises when each of the four model components is covered by the instructor. The overall use of this framework in these workshop sessions, can help supervising managers generate motivational tactics that are appropriate for the learning employee and the material. The workshop manual will be distributed to all departments’ supervising staff and employees. These can be found in the Appendix area of this work. In addition, the handouts will be distributed as well, shadowing or replicating the material provided in the workshop manual. As stated by Suzuki & Keller (1996), Keller’s ARCS Model of motivational design, provides four basic categories for motivational tactics:

- Attention
- Relevance
- Confidence
- Satisfaction

Attention

Attention from employees is necessary for gaining and sustaining attention to the instructional content, as explained by Lih & Chan, (2009). Slides provided throughout the lessons will include details of the learning material and will be easy to navigate so that employee attention can be sustained. The instructing managers’ interest while performing
instruction should be to capture the interest of their learning employees and to stimulate curiosity to learn, as advised by Suzuki & Keller (1996). To help keep employee learners motivated and interested, reminders of the learning tasks will be posted at the beginning of each learning segment. After employees complete the final segment, a verbal reward or praise will be given to the now motivated employee congratulating them for such hard work performance and high goal achievements.

Relevance

Kellers’ motivational model uses relevance to meet the personal needs and goals of the learner, as stated by Lih & Chan (2009). While using the ARCS Motivational model in instruction, managers will encourage and motivate their employees to clearly learn and comprehend the material and ask questions when needed to help clarify any confusion. Supervisors should also influence staff to reorganize their thought process and information obtained that can be helpful when performing out on the field. A Q&A segment will be furnished at the end of the sections providing reminders and clarifications of the relevant material while still congratulating the employee for finishing that segment of the training.

Confidence

Supervisors of all levels can help their employees reach confidence in any instructional setting. While in an instructional setting, employee’s confidence is necessary to help the learner develop positive expectancies for success, as explained by Suzuki & Keller (1996). To ensure that the managers are building an even flow of confidence throughout their entire team or department, they must exercise specific
guidance towards those targeted employee learners that might need additional support. To retain the employee learners’ attention and maintain motivation to continue with the instruction, it is important as a supervisor to ensure and clarify the material to the learning staff so that they do not become uncertain or concerned of performing the task out in the field.

**Satisfaction**

Kellers’ motivational model uses relevance to promote the potential for learning satisfaction, according to Lih & Chan (2009). In addition, when used in relation to this project, it will serve to reinforce accomplishments. For supervisors to sustain employee motivation while instructing material, consistent and frequent show of support and encouragement is needed throughout. Team leaders should help the employee learners see at the end of each segment completed that the staff had just acquired valuable and important information from the instruction and have therefore invested time in exploring better ways to be effective and should feel proud in accomplishing such. The use of frequent guidance and encouragement in any instruction can only help the employee commit to learning; feel meaning in the work they perform and take pride in knowing that the work performed was completed with satisfaction. Management needs to know that when involved and when providing opportunity to work closely with staff, most employees appreciate interactions and any influential positive attitude that their supervisors approach them with. When employees are satisfied with lesson, work and accomplishments, they place value in the task that they achieve; reassuring them that all efforts have paid off.

In achievement motivation according to Sisk (2009), achievement-motivated
individuals set goals that they can attain with effort and ability, and they seem to be more concerned with personal achievement than with the rewards of success. When motivated employees feel that they are striving for achievement, they invest their time in better preparing and anticipating how to approach things in a more efficient way. By following the use closely of the ARCS Motivational model during instruction, it is expected that results will reflect rich and successful work performance produced by the highly motivated employee. This project will exercise the use of the ARCS Motivational Model by focusing on the following:

Mockup for half day of live instruction following the ARCS Motivation Model

Sequence of Main Activities

1. Table of Contents for the Half Day Live Instruction Activity
2. Introduction to Instruction Content
3. Group or Individual Motivational Activity
4. Potential Questions
5. References, Tips and Informational Data
6. Closing Notes, Short Cuts, Resources
7. Workshop participants’ feedback

Material

Workshop manual and handouts will be distributed to every supervisor, team leader and manager. Employees will receive an invitation via email from these supervisors, for them to individually reply as acceptance to the scheduled invite. This will also serve as a notification that an instructional group session is about to take place in a
set time, location and date. At the attendance of the instructional meeting, employees will be provided with a copy of the handout, so that they can become familiar with the topic material to be covered in the session. The material subject provided will only be touching the surface of the topics as it is being developed for the purpose of helping rearrange and adapt information and strategies that have been found useful in the earlier discussions.

All other material will be placed in individual segments so that employees can elaborate on. The material will be theirs to keep at the end of the instructional workshop meetings for the employee to use as future reference. Certificates earned at completion of the session will also be distributed so that employees can display at their desks or cubicles.

*Activity in Plan*

The instructional meeting will take place in two separate half day workshop sessions that follows a consistent format. During the second day of the workshop, the instructor will introduce the workshop with a warm up activity and review the concepts learned in the previous session. Employees attending this workshop will be provided with strategy information that is to be learned during the workshop meeting. The information provided to them will be delivered throughout the lectures, handouts and PowerPoint slide. These strategies will be practiced in activity forms in groups, since practice here is important key in learning and also allows employees an opportunity to note any observations or tricks they might have learned in the process. Based on the instructors’ observation, proceedings of the workshop will then take place to move on onto other areas of the lesson. The workshop manual is organized into two sections that will correspond to tow individual training sessions. Individual sections of the manual will
include seven items that will be organized in the following order:

1. Objectives
2. Materials
3. Preparation
4. Training Time
5. Session Content
6. Handouts (Appendix A)
7. Overheads (Appendix A)

*Instructional Aides*

A script provided in each section will help provide instructors with the appropriate guidance of the section material to use with attending employee and staff. The verbatim will be provided in bold fonts for instructors to read out to groups. Readers and instructors are welcome to use their own judgment and word or elaborate the scripts to what is most convenient and effective work for them. In addition, it is strongly recommended for instructors to obtain copies and organize the material in order of how it is to be presented prior to the training workshop. Keeping presentation material in order will help eliminate searching for the correct material in the mid of a session. Preview all material, check equipment to assure that it is working properly; always have a backup plan in case problems are encountered with equipment functionalities. Prepare material not only in advance, but easily accessible for distribution.

*Objectives of the Manual*

After learning about the workshop manual and handouts, corporate staff will:
• Better understand challenges interfering with employee motivation and their workflow
• Show managerial and supervising staff that they can succeed as individuals and contribute to the success of their team
• Know how to locate informational resources and materials for optimal and optional future use and reference.

These will be accomplished with the help and use of reflective and motivational activities that will be exercised throughout the workshop. After achieving completion of every section or segment, the instructional staff will collect a questionnaire. As a form of completion, the instructional staff will distribute a Completion Certificate notifying staff when their instructional segment has been satisfactorily completed.

Motivational Games

After the instructional lesson, a written sticky note will be handed out to each employee. This sticky note will contain one word written information of the segment titles and/or topics that was just covered in the instruction, only using mainly 3 of the items covered. Each employee will have to navigate around the room to find out who has the 2 other missing titles that were covered and is used for this game, working to gather in teams of 3 in collection of the 3 examples used in sticky papers for this activity. This game called the human taco will have employees gathering with partners and teams that might not necessarily belong to their original team. The purpose of this game is to have fun while reviewing instructional material just learned.

During this project, the use of the ARCS motivational model will support the precise meaning of what is employee motivation in an instructional environment. The use
of this model’s tactics provides references and supports ways of being motivated from an employee and managerial stand point. These stand points will be strongly influenced by John Kellers’ ARCS Motivational Models’ four components that contribute to the guidance of employment motivation needed when accomplishing a satisfactory goal as an individual or as a team. These four components: attention, relevance, confidence and satisfaction includes a framework of examples and exercises that demonstrate how to help capture a participants’ interest, maintain it, find relativity within tasks, value it so that it can be performed and satisfaction of success can be achieved.

Product Evaluation Plan

In order to ensure the quality of my work, a formative and summative evaluation will be performed. The formative evaluation will contain (a) a survey from supervisors, team leaders and any managerial staff at any level about the production quality and motivational performance improvement changes obtained from their employee task results, (b) a formal review will be administered about the instructional content utilized in the live instruction, and (c) a qualitative assessment of such collective data by a certificated researcher. Results of the formative evaluation will help determine any improvements were achieved and what needs to be improved in future situations.

After a period of 4 months, a summative evaluation will take place. The summative evaluation will follow an identical pattern to the method used in the formative evaluation with the exception of any new applications being performed. An expert in the field will be the contacted reviewer for this program evaluation and will there on perform all remaining evaluations.
CHAPTER V
DISCUSSION

The objective of this project was to help corporate supervisors at any business level achieve understanding about employee motivation and to promote it. As a result of this work discussions and motivational activity project, it is safe to say that motivation is a critical component of learning. The reading reviews used here were able to support facts that individual employees and company managers encounter challenges that deal with motivation, but it manages to incorporate the use of the ARCS Motivational Model to use in instruction based settings. The tactics and methods used in the ARCS model, effectively educates management on how to stimulate and manage employees’ motivation to learn. Lastly, the goal of organizations is to work together through coordinated efforts to achieve company’s expected outcomes, however it is supervising management that holds the key and with it can help stimulate the climate of their department in order to reach the desired goals.

Discussion of Research Findings

As suggested in the review of literature, motivation can be implemented in various forms and that employee motivation must exist as a spark in order for employees to work together with their teams and give their best. Work motivation can serve as a key mechanism for maximizing the use of human capability in obtaining organizational success. Employees must be goal oriented and have a connection or meaning in the work they perform to reach expected production. Becoming supportive managers and practicing the use of the ARCS motivational model throughout instructions can help increase the bases needed for employee motivation.
Constraints and Challenges

Challenges that I can run into while creating and conducting projects like this in the future include: (1) lack of support from management due to time consumption on their part and taking time away from the employees productivity schedule, (2) there are managers who belief they are in a perfect work setting and are not willing to be open to suggestions or flexibility, (3) problem and stubborn employees that exist previous to the project being performed.

Implications and Recommendations

Implications of this project lay on a spectrum of motivational methods that can be applied in work and instructional situations. However, supervising teams should adopt and make a habit of incorporating employee motivational strategies rather than just focusing on production. When too much emphasis is placed on quantity and production, quality gets neglected and in addition, employees become unmotivated and disengaged in the work they perform which on the long run can add costs for the company to return and fix later.

Project implementation recommendation goes as described: instructions should be interactive, informative and instructive. This way, employee’s attention can be obtained and once obtained; the employee can become engaged in the learning process. Changing tasks should be an enjoyable learning experience so that employees can reach the maximum potential of self satisfaction.
Conclusion

To conclude, the primary goal of this project was to develop a workshop manual and handout emphasizing the importance of employee motivation in the workplace and how to achieve success with it. Based on the reviews, it can be concluded that in order for motivation to exist, self achievement needs, model tactics and management support all need to be present. This is why it is crucial for supervisors to practice combining and including support and the use of the ARCS motivational model so employees self-achievement needs can be met and employee motivation be reached. The corporate world is a fast paced working environment, but the way every minute is spent can take a toll in the long run. The responsibility lies on the hands of both the employee and management; where employees should place a strong effort in order to excel, and where management provides the necessary tools in order for company success to be accomplished. When one individual’s motivation increases, their entire team and department succeed from it. The benefiting part of achieving motivation is that the individual self feels worthy of such strong efforts and the accomplishments of the goals become themselves, self rewarding.
REFERENCES


distinguishing the means and ends. In P. Alexander, & P.H. Wine (Ed.),


APPENDIX A

The material included in the following pages, contain copies of the workshop manual and handouts with slides necessary for the workshop presentations and distribution.

As review result of this project, it is safe to say that the development and exclusive usage of John M. Keller’s ARCS model has been designed for the sole purpose of improving instructional material and instructional behavior through motivational and tactical designs that take into consideration the learners needs.

ARCS is an acronym for Keller’s four constructs to achieving motivation: Attention, Relevance, Confidence, and satisfaction. The ARCS model is a tool adopted by instructors belonging to any field for increasing learning interests and motivation in materials they teach.
HANDOUTS

SESSION 1
HANDOUTS

1-1   Sign-in sheet

1-2   Agenda

1-3   Note-taking sheet

1-10  Instructional training information sheet

1-10a  One thing I learned today was....
INSTRUCTIONAL TRAINING

SESSION 1: SIGN-IN SHEET

DATE:

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

6. ____________________________________________

7. ____________________________________________

8. ____________________________________________

9. ____________________________________________

10. ____________________________________________
INSTRUCTIONAL TRAINING

AGENDA: Session 1

I. Welcome and Introduction

II. Overview and Expectations
   ➢ What should you expect?
   ➢ What does the company expect?
   ➢ What should you not expect?

III. How can we improve team performance?

IV. Managers and Supervisors?
   ➢ Who are managers and supervisors?
   ➢ What is managing and supervising?
   ➢ Why should we use managing and supervising?

V. Understanding your employees

VI. Program Goals
   ➢ Demonstrating at least two task strategies used to support department goals
   ➢ Demonstrating selected strategies for achieving new material goals
   ➢ Demonstrating example strategies to help task flow more efficient
   ➢ Demonstrating ways of applying new learning techniques into work flow

VII. The Next Session
Welcome to (Name of Corporate Business Here) Training Program!

Slide 1

Partner Interview

• What is your name?

• How long have you worked in this industry?

• Why have you decided to participate in this program?

Slide 2

What can you expect?

• To learn better work task strategies

• To learn motivational and management techniques

• To receive supervision and instruction by a qualified instructor

Slide 3
What does (Name of Corporate Business here) expect from you?

- To participate fully
- To be prompt
- To have good attendance
- To follow directions
- To ask questions
- To contact a supervisor about problems

What should you not expect?

- To not work in teams
- To just sit and take notes
- To be learning on your own

Who are (Groups Job Titles here)?

Instructor: provide a brief informal description of their light duties here
What exactly is (Use Job Company Title here)?

Here is one definition: (Give Company's Job definition here)?

The Company’s (Name of Department here) requires the following responsibilities:

(Instructor: Name 3 of The Company’s Business expectations of the department responsibilities here)

How can we improve as a team?

• Be on time and ready to work
• Practice appropriate work ethics and standards
• Use positive attitude
• Be motivated to come to work and achieve your teams goals
• Conduct a self-assessment occasionally
**Why are you participating in this event?**

- What would you desire to gain from coming to this instructional event?
- What is your brief experiential background doing this work task flow you are currently a part of?
- What future career plans do you have with *(Name of the Company Business goes here)*?

---

**Program Goals**

- Succeed as an individual
- Succeed as a team
- Be ready to achieve any goal or task as an individual and as a team

---

One thing I learned today was....
REVIEW

• What can you expect?
• Who are (name of job titles)?
• Dept. requirements and responsibilities
• How can we improve as a team?
• Program goals
INSTRUCTIONAL TRAINING
INFORMATION SHEET

NAME: ___________________________ DEPT: ________________

Please answer the questions below as completely as possible. This will help us in knowing about your knowledge, your experience, and your ambitions with the company.

1. Why did you participate in this program?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. What do you hope to gain from this experience?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. What type of experience have you had working in this industry?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. What future career plans do you have with (Name of the Corporate Business here)?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
One thing I learned today was

________________________________________

________________________________________

________________________________________

________________________________________

One thing I learned today was

________________________________________

________________________________________

________________________________________

________________________________________
SLIDES

SESSION 1
SLIDES

1-1 Welcome
1-2 Partner interview
1-3 What can you expect?
1-4 What does _______ expect from you?
1-4a What should you not expect?
1-5 Who are _______?
1-6 What exactly is _______?
1-7 The company’s _______ requires the following information:
1-8 How can we improve as a team?
1-9 Why are you participating in this event?
1-10 Program Goals
1-11 One thing I learned today was...
1-12 Review
Welcome to *(Name of Corporate Business Here)*

Training Program!

Slide 1-1
Partner Interview

• What is your name?

• How long have you worked in this industry?

• Why have you decided to participate in this program?
What can you expect?

• To learn better work task strategies
• To learn motivational and management techniques
• To receive supervision and instruction by a qualified instructor
What does *(Name of Corporate Business here)* expect from you?

• To participate fully
• To be prompt
• To have good attendance
• To follow directions
• To ask questions
• To contact a supervisor about problems
What should you **not** expect?

- To not work in teams
- To just sit and take notes
- To be learning on your own
Who are *(Groups Job Titles here)*?

Instructor: provide a brief informal description of their light duties here
What exactly is *(Use Job Company Title here)*?

Here is one definition: *(Give Company’s Job definition here)*?
The Company’s *(Name of Department here)* **requires the following responsibilities:**

*(Instructor: Name 3 of The Company’s Business expectations of the department responsibilities here)*
How can we improve as a team?

• Be on time and ready to work
• Practice appropriate work ethics and standards
• Use positive attitude
• Be motivated to come to work and achieve your teams goals
• Conduct a self-assessment occasionally
Why are you participating in this event?

• What would you desire to gain from coming to this instructional event?

• What is your brief experiential background doing this work task flow you are currently a part of?

• What future career plans do you have with (Name of the Company Business goes here)?
Program Goals

• Succeed as an individual

• Succeed as a team

• Be ready to achieve any goal or task as an individual and as a team
One thing I learned today was....
REVIEW

• What can you expect?
• Who are (name of job titles)?
• Dept. requirements and responsibilities
• How can we improve as a team?
• Program goals
WORKSHOP MANUAL

SESSION 1
SESSION 1

Objectives

Attendees will:

1. Complete a training information sheet (needs assessment)
2. List at least five expectations and responsibilities
3. List five ways to improve work achievement
4. Define the job description

Material

<table>
<thead>
<tr>
<th>INSTRUCTOR MATERIALS</th>
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</tr>
<tr>
<td>3. Power Point Slides</td>
<td>3. Sign-In sheet (Handout 1-1)</td>
</tr>
</tbody>
</table>

Preparation

1. Make a determination on what the ground rules will be; to include expectations like raising hands, break times, emergency exits and bathroom locations.

Instruction Time

Plan the session to be scheduled for half a day of work time.

Session Content

Agenda: Welcome and Introduction

1. Put on slide 1-1(Welcome) and have guests sign in on sheet.

2. Welcome to the first session of the corporate training workshop. I am delighted to have you be participant of this program. I know that you will find this to be a fulfilling experience. I want to start by introducing myself and giving you some
general information about the facilities and breaks.

3. Introduce yourself by describing what your role will be as an instructor and what your current background is in instructing the material. Inform the group who is being included in the workshop meeting, introduce who they are and what their roles will be in the instruction meeting.

4. Discuss general expectations for training sessions including what information will be considered, appropriate participation, how questions should be asked, etc.

5. (Warm-up activity) Before we take a look at the agenda for today, let us take a minute to get to know each other. Please locate the note-taking handout for the power point slides that I will be showing to you throughout the session. This should be your personal handout.

Agenda: Overview and Expectations

6. Let us glance and see what the agenda for this session has in store for us. Notice that today you will be receiving a general overview of the instruction. This, will include what is expected from both employee and what can be expected from this workshop’s participation. As an instructor, I will also introduce ways to help make work tasks more effective and rewarding. We will briefly be reviewing what our job task flow requires and what should be the department goals which will prepare you for the next days’ session.

7. Put on slide 1-2. Pause for two minutes.

8. After, request to locate note-taking handout1-3.

9. This handout will help you to remember important information. On your note-taking page for today, there are some suggested questions for a partner interviewing exercise that you will question each other on. You will have three
minutes to complete, so please find a partner.

8. Pause for activity. Give them five minutes for team groups to complete their interview questions. At the end of the first half remind them to switch interviewees while walking between the groups and provide helpful tips or advice if required. Keep in mind that this portion of the activity will vary in time depending on the number of participants.

8a. You might want to consider giving your guests a 5 minute break at this point. If time allows for more, then 10 minutes.

9. As I walked around the room and tuned into some of the partner interviews, I found individuals who had interesting and a variety of reasons for being here today. Some of the examples are: (here name a few). For some, today’s experience may help make future career decisions, improve work performance or simply motivate each and every one of you to become a strong supporter of your team.

12. Discuss: As a team, what can be expected from this program. (Label the corporate company’s expectations here by order of priority; first, second, next, last, etc).

Finally, you the guest can expect to receive instruction both during and when these sessions have ended from an instructor or supervising staff. Please consider the question What are my questions or concerns at this point?

13. Pause for questions

14. Put on slide 1-4 (Have them look at Handout 1-4)

15. (Name of Company goes here) has expectations too. (Company name) expects for you to fully participate during these instructional sessions as well as when you are out on the floor performing the exercises covered. These expectations include prompt and good attendance and avoid missing of any sessions unnecessarily to
avoid missing new valuable details of information. If at any given time there is an
unclearness or concern about the material, it is important that you ask your
management teams for assistance in providing the best answer.

16. Pause for questions.

17. Information dictated or discussed in an instruction setting at this point will be
independent or individualized to meet each institutions need. For instance: an
insurance company might have different requirements or employee task expectations
than a financial institution or health care group might require. Instructors will need to
obtain company records and information with administrative permission in order to
obtain and provide the best service and training to learning groups.

**Agenda:** (Name groups’ job title here)

18. Put on slide 1-5

**19. Who are (Job Title name)?** (Provide a brief description of their light duties and
responsibilities to the audience)

20. Put on slide 1-6

**21. What exactly is** (give a brief one word statement of the job title)? **Here’s one**
definition.

22. Read aloud definition of slide.

23. Put on slide 1-7

**24. This slide list some very important job tasks that you are being recognized for.**

Since the responsibility in this department is to (fill in the blank with department
details obtained by any administrators).

25. Put on slide 1-8

**26. What types of activities will you be and not be involved in? Let’s take a look.**
27. How can we improve as a department team?

28. Put on slide 1-9

29. Provide examples of research in the field of instruction material. Support this by providing different ways of approaching (one way, another way, etc).

30. Now that we are reaching the end of today’s instruction sessions, I will ask for you to please complete the Instructional Information Sheet provided in your Workshop Handouts. See Handouts (Handout 1-10 and 10a). Please take a moment to fill this out. Along this sheet you will find the following questions:
   - Why have you participated in this event?
   - What would you desire to gain from coming to this instructional event?
   - What is your brief experiential background doing this work task flow you are currently part of?
   - What future career plans do you have with (Name of Company goes here)

31. I am asking of these questions and handouts 1-10, 10a so that I can obtain a better understanding on your knowledge, particular goals and any needs that you may have, so that I can adjust the instructions to come to meet your groups needs. Just as it is important for me to obtain this information, it would be ideal to take the time and review what is important for you to have an understanding of, personal interests and goals, so that you can effectively start working your way to them. (Put slide 1-10, then 1-10a)

32. Take a minute to have guests’ complete handout 1-10 and 1-10a

**Agenda: Instructional Goals**

33. Before we end today, please look at your notes covering slides 1-1 through 1-9, turn to your partner and share any thoughts or answers you might have come
up with along the way before we close with a brief review. (In the meantime, tune in to few of the conversations going on with the attendees)

34. Put on slide 1-11 (which is to contain no more than 5 bullet points of today’s topics)

35. At the end of this two day instructional sessions you will feel confident, more knowledgeable and with more eager to confront the new task on the floor and also how to be a better team member than ever before. Finally, you will know how to use newer strategies in your work flow. Before we leave today, please write a brief sentence on your handout about today’s’ experience here today what you feel you have learned and accomplished from just being here.

36. Let us take a brief look at today’s review (Put on slide 1-12)

36. Pause for approximately a minute or so. If desired, the instructor can decide to select two or three of the attendees who voluntarily select to share their answers with the rest of the floor.

Agenda: Next Session

37. Thank you for presence here today. During our next session, you will get to experience examples where you can share ideas and interact with the members of your team tables. I am looking forward to being here tomorrow and appreciate your participation in this instructional session. Thank you for coming.
SLIDES

2-1 Review

2-2 Given the opportunity and trust of the department team, I would…”

2-3 Components and strategies for practice (via Agenda)

2-4 Work Performance:
   ➢ What can you expect to learn as a result of the instructional sessions and working as a (give example of the guests’ job titles here)?
   ➢ What are some of the expectations that (Name of the company goes here) has of you?
   ➢ What are some ways that we as a team can improve team performance?

2-5 Using the four components of the ARCS Motivational Model at work
   ➢ Attention
   ➢ Relevance
   ➢ Confidence
   ➢ Satisfaction

2-6 Using scenario exercises
   ➢ Strategies or suggestions advisable for the department team

2-8 Thank You
HANDOUTS
SESSION 2
HANDOUTS

2-1 Review notes and tips

2-2 Given the opportunity and trust of the department, I would...

2-3 Agenda (and note-taking handout of slides)

2-4 Expectations

2-5 ARCS Motivational Model
   2-5a Attention
   2-5b Relevance
   2-5c Confidence
   2-5d Satisfaction

2-6 Scenario Exercises and Notes-Task Plan
   2-6a Quiz (Handout-2-6a)

2-7 Evaluation Form

2-8 Thank You
INSTRUCTIONAL TRAINING
SESSION 2: SIGN-IN SHEET

DATE:

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________

7. ____________________________________________________________

8. ____________________________________________________________

9. ____________________________________________________________

10. ____________________________________________________________
INSTRUCTIONAL TRAINING

Agenda: Session 2

I. Review

  ➢ Rereading of familiar material
  ➢ Four components of ARCS Motivational Model
  ➢ Organizing and learning methods of work task strategies

II. Quiz

III. Practice activity: All components of lesson plan

IV. Conclusion

  ➢ Comprehension on the importance of individual and team motivation
  ➢ Informational Resources
  ➢ Workshop Evaluation
  ➢ Thanks for participation!
Name: __________________________________________________________

Quiz

1. Name the four components of the ARCS Motivational Model

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. Describe at least two strategies that we have discussed that you will use when assigned with new or challenging work tasks as an individual or as a team

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

3. Give two examples that have been used during Session 1 and/or Session 2

   ______________________________________________________________
   ______________________________________________________________

4. Describe steps, or procedures that you will use for completing job task assignments that will help you be more efficient

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
Your evaluation and comments on this training will contribute to the improvement of future sessions.

Directions: Please rank the statements from 1 to 5 by circling the number.

1=Strongly Disagree    2=Disagree   3=Somewhat Agree
4=Agree    5=Strongly Agree

1. The work motivational strategies presented in this workshop will be helpful to me in working out on the floor.
   1       2       3       4       5

2. The instructional materials presented in this workshop will be helpful to me in working with department teams.
   1       2       3       4       5

3. The demonstrations (role-playing) helped me understand and learn the ARCS Motivational strategies.
   1       2       3       4       5

4. The practice sessions helped me understand and learn the ARCS strategies.
   1       2       3       4       5

5. The workshop environment was inviting and comfortable.
   1       2       3       4       5

6. Your comments about the instructional session are welcome here
SLIDES

2-1 Review

2-2 Given the opportunity and trust of the department team, I would…”

2-3 Components and strategies for practice (via Agenda)

2-4 Work Performance:

- What can you expect to learn as a result of the instructional sessions and working as a (give example of the guests’ job titles here)?
- What are some of the expectations that (Name of the company goes here) has of you?
- What are some ways that we as a team can improve team performance?

2-5 Using the four components of the ARCS Motivational Model at work

- Attention
- Relevance
- Confidence
- Satisfaction

2-6 Using scenario exercises

- Strategies or suggestions advisable for the department team

2-8 Thank You
Review Notes and Tips

1. 
2. 
3. 
4. 

Handout 2-1
Given the opportunity and trust of the department I would...
Note-taking sheet

Handout 2-3

Review Notes and Tips

1. 
2. 
3. 
4. 

Handout 2-1

Given the opportunity and trust of the department I would...

Handout 2-2

Expectations

• What can you expect to learn as a result of these instructional sessions and working as a _________?

• What are some of the expectations that _________ has of you?

• What are some ways that we as a team can improve team performance?

Handout 2-4
Handout 2-5

ARCS Motivational Strategies

- Attention
- Relevance
- Confidence
- Satisfaction

Handout 2-5

Handout 2-5a

Attention

- Keep reminders of the learning tasks handy for posting at the beginning of each process until completing the full assigned segment.

Handout 2-5a

Handout 2-5b

Relevance

- Encourage and motivate team members by answering questions or help clarify confusion or misunderstanding
- Reorganize and prioritize thinking process (i.e., order of information obtained)

Handout 2-5b
Confidence
- Find value and meaning of the task at hand
- Set out realistic goals that will lead to the likelihood of success
- Take pride when taking task ownership

Handout 2-5c

Satisfaction
- Learn to appreciate successful tasks
- Offer support and encouragement to department team members

Handout 2-5d

Scenario Exercises
- Instructor: [Give 3 segment example of the work task here and how to resolve the matter in an ethical way.]
- Instructor: [Give 3 segment example of the work task here and how not to resolve it by using examples of unethical and unacceptable manner.]

Handout 2-6
Expectations

• What can you expect to learn as a result of these instructional sessions and working as a ________________?

• What are some of the expectations that ____________ has of you?

• What are some ways that we as a team can improve team performance?

Handout 2-4
ARCS Motivational Strategies

- Attention
- Relevance
- Confidence
- Satisfaction
Attention

• Keep reminders of the learning tasks handy for posting at the beginning of each process until completing the full assigned segment.
Relevance

• Encourage and motivate team members by answering questions or help clarify confusion or misunderstanding

• Reorganize and prioritize thinking process (i.e., order of information obtained)
Confidence

• Find value and meaning of the task at hand

• Set out realistic goals that will lead to the likelihood of success

• Take pride when taking task ownership
**Satisfaction**

- Learn to appreciate successful tasks

- Offer support and encouragement to department team members
Scenario Exercises

- Instructor: *(Give 1 segment example of the work task here and how to resolve the matter in an ethical way.)*

- Instructor: *(Give 1 segment example of the work task here and how not to resolve it by using examples of unethical and unacceptable manner.)*

Handout 2-6
WORKSHOP MANUAL

SESSION 2
SESSION 2

Objectives

Motivated Employees will:

1. Learn how to learn and perform a task by breaking an assignment into fewer steps
2. Learn and model three steps to learning and mastering any given assignments by
   following the teach and learn, practice and perform method
3. Work with department teams and team letters in developing higher quality and
effective work methods for reaching goals and team success

Material

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</tr>
<tr>
<td>3. Power Point Slides</td>
<td>3. Handout (2-1,2-2,2-4,2-5a-d,2-6,2-7)</td>
</tr>
<tr>
<td></td>
<td>4. 2 sample scenario questions</td>
</tr>
</tbody>
</table>

Preparation

1. During this session, attendees will need to have a copy of the two sample scenario
   questionnaire to prepare for the activity in plan and quiz.

Training Time

1. Plan the session to be scheduled for half a day of work time

Session Content

Agenda: Review

1. Put on slide 2-1 (Review) and have guests sign in on Handout (2-0)
2. Welcome to the second session of the corporate training workshop. Before we
   look at today’s agenda and begin talking about work strategies, I wonder how
you feel about approaching new work tasks if provided with a method for a
closer view and given tips on how to facilitate the learning and performance of a
new task. Let’s begin with a quick warm-up and review activity.

3. Put on slide 2-2. I am going to ask that you take a moment to finish the following
sentence. “Given the opportunity and trust of the department, I would...” What
strategies or suggestions would you advise your fellow workers if they needed
your assistance in becoming better team members? You can answer this on the
note-taking sheet, handout 2-2. (Stop for two minutes in order to give the guests a
chance to write down their answers.) We will talk about your sentences in the
minutes to come; and share for those that are willing to volunteer their answers.

4. Put on slide 2-2a (Agenda)

5. Let’s take a look at the agenda for today’s session (point at slide 2-2a). Today, we
will have a quick review of yesterday’s session to help refresh our memories and
hopefully help answer any unclear answers left up in the air for those that never
got around to ask. Next, we will look at components and strategies you can use in
your workflow to help you be more efficient. Finally, you will have an opportunity
to practice scenarios that you all might come across in your work day. (Explain
here that handout 2-3 will be for their note taking, and pass it out).

6. Put on slide 2-4. Pass out Handout 2-4. As a brief review of the previous session, ask
the following questions:

- What can you expect to learn as a result of these instructional training
  sessions and working as a (give example of the guests’ job titles here)? (Accept
  responses within reason, but seek to emphasize strategies related to this
  instructional event, motivational techniques if necessary and even supervision.)
• **What are some of the expectations that** (Name of the company goes here) **has of you?** (Group answers should include: prompt attendance, following directions and instructions, asking of proper questions, contacting managerial or administrative staff when encountering problems).

• **What are some ways that we as a team can improve team performance?** (Team responses should include: increase practice and team communication, greater effort, positive attitude and team motivation)

**Agenda: Work Performance**

7. Put on slide 2-5, 5a, 5b,5c,5d (consequently reading one slightly behind other) Pass out handout 2-5 with a, b, and c as highlights and space to write notes.

8. Next, we will discuss the four component key strategies that can help make you a more efficient team member. In each of these four components, you are encouraged to take notes and we will be making small pauses in between to do brief discussions. At this time, before we truly begin, please lets us take a quick five minute break, so that we can return refreshed, determined and ready to learn so that this group can be the #1 in the entire (Name of corporation or business goes here). **These four areas are: 1.) Attention, 2.) Relevance, 3.) Confidence, and 4.) Satisfaction**

9. Pause and look over the room to see if there seems confusion

10. Point to slide 2-5a. **The first area is attention. As a team member, every individual needs to create a unique and personalized format of broken down information that will help the learner grasp every step of the task making their job easier to remember. This helps avoid overwhelming confusion in the learning process.**
11. Point to slide 2-5b *The second area is relevance.* As individuals, employees must practice meeting personal work performance needs and goals by simply demonstrating interest level and commitment.

12. Point to slide 2-5c *The third area is confidence.* In order for any employee to find confidence, it is necessary for them to first find value in the tasks they perform. When employees chooses to take ownership of their work in a professional way, that individual actually proves to others what he or she are capable of accomplishing; boosting work performance confidence.

13. Point to slide 2-5d *The fourth and last area is satisfaction.* When employees are satisfied with work and accomplishments, value is placed in the task that they achieve. This value gives reassurance that all efforts made or invested have paid off. In addition, when motivated employees feel that they have reached achievement, they invest their time in better preparing and anticipating how to approach things in a more efficient way for them.

14. Pause here and have the guests take a quick five minute break for refreshments or to stretch.

15. When all guests have returned from break, ask them to think about the four components and briefly discuss with members on their row or table and to write any important or valuable ideas down that they might find helpful and useful in the future.

16. **Next, I will ask for one of our lovely managers or administrating supervisors to be our volunteer for the two scenarios to be presented** (At this time, one option can be to prepare a video slide, a second option is to demonstrate with a volunteer by role-playing or acting out a schematic scene) (Put slide 2-6)

17. Ask attendees to think and evaluate the situations of the scenarios for answering the
questionnaire while handing out Handout 2-6a. (Pause for one minute)

18. **What strategies or suggestions would you advise to your fellow workers if they needed your assistance in becoming better team members?**

19. Accept all responses that are within reason, but seek to emphasize strategies related to this instructional event, motivational techniques if necessary and even supervision.

20. End the activity after all material has been completed (should be end of the half day at the time the activity session is ending)

**Agenda: Conclusion**

21. **This is the end of our final session** (Provide any information necessary about the company, contacts, references, resources that can be helpful and useful in the future.)

22. **Thank you for your time and interest in being part of** (Name of the Corporate or Business).

23. Pass out evaluation form, handout 2-7 **Please complete the evaluation form,** handout 2-7. **I appreciate your time to carefully complete this evaluation. This will help to improve the workshop and to better meet your future training needs.**

23. Information observation about the questionnaires, handouts and evaluation form will provide information for future training needs for each employee that attended the sessions.

24. Put Thank You slide 2-8 (You can be creative and make as an example: a slide that contains graphics or animated clapping movements at the instructors choice)
Suggested Plans and Tips from the Author:

Employee:

- Break down assignments into small segments to enable learning the process one step at a time in order to achieve mastery and avoid becoming overwhelmed.
- Maintain supportive of self-efforts and department team members.
- Come in ready to work and face new instructions with a positive attitude.

Supervisors:

- Demonstrate strong support and encouragement to your teams at all times.
- Encourage and help those in need of resources, to reach out to managing staff, leaders or company handbooks for answers
- Always practice the use of praise, recognition and positive influence amongst the teams.

Instructors:

- Do not hesitate to be unique and creative when instructing. Some instructional or training sessions are short and sweet, others are detailed and lengthy; however, remember to abide by company rules and use of ethical behavior.
- You are a winner just for being here. You were selected to make influence in people’s lives, therefore the power of instruction is in your hand. Make the best of it. Enjoy!