STATECIVILSERVICE

COMPREHENSIVE PUBLIC TRAINING PROGRAM

Developing a Motivated Work Group

Course Manual

DEVELOPING A MOTIVATED WORK GROUP

COURSE DESCRIPTION

Developing a Motivated Work Group is a 1-day course designed for supervisors to learn motivational strategies and goal setting as components of managing employee performance. Areas covered during this course include linking goal setting with individual action plans and strategies, objectives, and agency goals. Class exercises include practical techniques to improve and maintain motivation.

JOB/LEARNING OBJECTIVES

☑ Create a strong foundation for work group processes.

☑ Analyze the motivators of workforce members.

☑ Apply targeted strategies to create a positive, motivating environment.

INSIGHTS AND OBSERVATIONS

You'll use this space to commit to the actions you'll take based on the information in today's session.

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Developing a Motivated Workgroup

- Recognizing Achievement
- Addressing Challenges
- Coaching Performance
- Identifying Goals
- Establishing Guidelines
- Building the Foundation

DEVELOPING A MOTIVATED WORK GROUP

THE SIX LEVELS OF THE MOTIVATION PYRAMID

Use the spaces below to list ideas for creating positive experiences in each of these areas:

Building the Foundation	Establishing Guidelines	Identifying Goals
Establishing Trust	Team Roles & Responsibilities	Team Goals
Communicating Effectively	Policies, Procedures, & Practices	Individual Goals
Recognizing Motivators		

Coaching Performance	Addressing Challenges	Recognizing Achievement
Training the Team	Problem Solving	Celebrating Success
Providing Resources	Conflict Management	
Coaching Sessions		

BUILDING THE FOUNDATION

ESTABLISHING TRUST

Use the spaces below to make notes during group discussions on trust.

TEAM EXPERIENCES
Think of an effective team that you've been a member of or an effective team that you've observed. What practices did the team leader do to build a foundation of trust? How did the team members respond?
What notes did other groups bring up about their effective teams?
List five specific actions that your group would recommend to a new leader to build trust on his/her team?

BUILDING THE FOUNDATION

COMMUNICATING EFFECTIVELY

Use this space to make notes about personalities and generations and ideas to communicate more effectively with each.

RED: Director—Outgoing and Task-Oriented	BLUE: Communicator—Outgoing and People-Oriented
YELLOW: Analyst—Reserved and Task-Oriented	GREEN: Team Player—Reserved and People-Oriented

BOOMERS	GENERATION X
GENERATION Y	GENERATION Z

TEAM COMMUNICATIONS

Create your own instruction label for communications:

When you communicate with me, do these things:
Communication practices that I'm working on are:

BUILDING THE FOUNDATION

RECOGNIZING MOTIVATORS

Group Activity

Use the spaces below to list ideas for creating positive experiences for each of these internal motivators:

COOPERATION	RECOGNITION	CHALLENGE
The opportunity to work with others to achieve goals	Having one's efforts noted and appreciated by others	The opportunity and authority to solve problems and overcome issues

CURIOSITY	CONTROL	COMPETITION
The desire for continued learning and knowledge	The ability to coordinate one's own efforts and projects	The opportunity to distinguish oneself against prior performance or other goals or standards

ESTABLISHING GUIDELINES

TEAM ROLES AND RESPONSIBILITIES

Group Activity

What are the roles that members of your team play in achieving your goals? Which roles could you use to develop?

Implementer	Completer	Monitor
Turns ideas into actions and organizes work to be done	Searches out errors, perfects end product, keeps team on schedule	Analyzes information, reviews and judges options

Teamworker	Coordinator	Shaper
Uses diplomacy and perception to resolve conflict and avoid friction	Identifies talent, clarifies goals, and delegates effectively	Thrives on pressure to overcome obstacles

Resource Investigator	Specialist	Plant
Uses networking skills to explore opportunities and develop contacts	Provides knowledge and skills in specialized areas	Generates ideas and solves difficult problems

ESTABLISHING GUIDELINES

POLICIES, PROCEDURES, AND PRACTICES

Group Activity
Your group will be assigned one or two of the following sections. Your task will be to brainstorm on policies, procedures, or practices a team could use to be effective in the following situations.

Communication	Meetings	Conflict

Assisting Team Members	Cross Training	Recognition

IDENTIFYING GOALS

TEAM GOALS

TEAM Vision	TEAM Mission

TEAM Introduction

Create an "elevator speech" to introduce a new employee to your team and its mission.
- What is the team and its purpose?
- What difference does it make to the state?
- Why was joining this team a good decision?

SMART Goals

SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIME-BOUND

In your group, change the following five goals into SMART Goals:

1. Improve customer service so that our team gets higher scores on surveys.

2. Improve our team's understanding of civil service rules.

3. Stop filling out our leave requests incorrectly.

4. Work together without arguing.

5. Know what everyone on the team is doing each week.

IDENTIFYING GOALS

INDIVIDUAL GOALS

Individual Development Plans Discussion Points

STRONGEST SKILLS	SKILLS I WOULD LIKE TO DEVELOP	LONG TERM GOALS
What do you feel are your strongest skills? These are areas of knowledge and abilities that you are comfortable with and you might even be able to teach others.	What skills do you see that you could develop and be stronger in your position and could help you move to other responsibilities of interest to you?	What are your goals for one year from now? Three years? Five years? Etc.

DEVELOPMENTAL GOAL	STEPS	ASSISTANCE NEEDED	DEADLINE
List a goal that would help you become stronger in the areas listed above.	What individual steps would you take to achieve this goal?	What resources would you need to achieve this goal? Do you know someone with knowledge in this area who could help you?	Estimate deadlines for each of the steps.

COACHING PERFORMANCE

SKILLS NEEDED FOR SUCCESS	AVAILABLE RESOURCES	HOW TO SHARE INFORMATION
What do members of the work group need to know how to do?	Where, or with whom, is this information located?	How could this information be shared with the individual?
Examples: Customer Service skills; writing skills, time management; record-keeping; process training; project management skills	*Examples: Person and position; manual; document; internet; intranet; Department training; CPTP class*	*Examples: one-on-one coaching; class; reading; study group; webinar; online training; mentoring; job shadowing; cross-training*

For an Excel version of this worksheet, go to the CPTP Performance Support page and click on Job Aids.
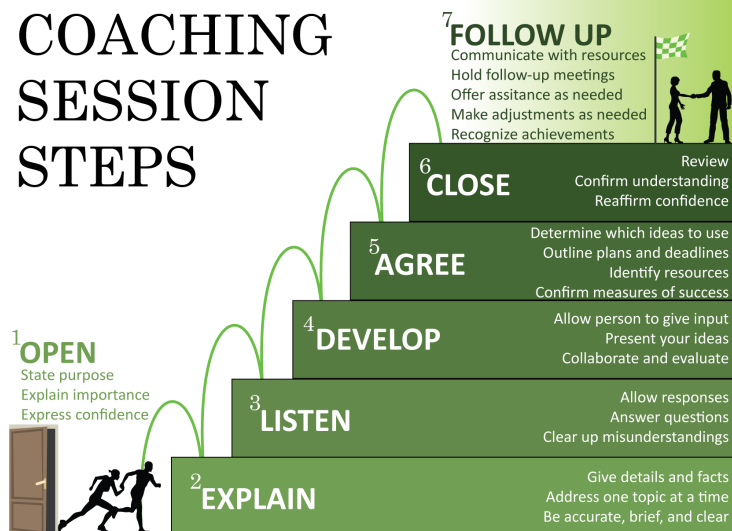
COACHING PERFORMANCE

COACHING SESSION STEPS

Group Activity

Following are the steps of an effective coaching session.

- The step is listed in the first column and on the graphic to the right. You can find a full size version of this graphic on the CPTP Performance Support page.

- Use the Description column to remind you of the basic activities to perform during this step.

- Use the Notes column to make notes for your coaching session.

COACHING SESSION STEPS

7 FOLLOW UP
Communicate with resources
Hold follow-up meetings
Offer assitance as needed
Make adjustments as needed
Recognize achievements

6 CLOSE
Review
Confirm understanding
Reaffirm confidence

5 AGREE
Determine which ideas to use
Outline plans and deadlines
Identify resources
Confirm measures of success

4 DEVELOP
Allow person to give input
Present your ideas
Collaborate and evaluate

3 LISTEN
Allow responses
Answer questions
Clear up misunderstandings

1 OPEN
State purpose
Explain importance
Express confidence

2 EXPLAIN
Give details and facts
Address one topic at a time
Be accurate, brief, and clear

Step	Description	Notes
1. Open	State purpose Explain importance Express confidence	
2. Explain	Give details and facts Address one topic only Be accurate, brief, and clear	
3. Listen	Allow responses Answer questions Clear up misunderstandings	
4. Develop	Allow person to give input Present your ideas Collaborate and evaluate	
5. Agree	Determine which idea to use Outline plan and deadlines Identify resources Confirm measures of success	
6. Close	Review Confirm understanding Reaffirm confidence	
7 Follow Up	Communicate with resources Hold follow-up meetings Offer assistance as needed Make adjustments as needed Recognize achievements	

ADDRESSING CHALLENGES

PROBLEM SOLVING

Group Activity

Your team has been working together effectively for three years, but things have changed in the last three months.

Since Jim joined the department, there seems to be a lot of conflict. It has even resulted in the development of cliques.

Jim is a well-qualified employee and has great ideas. These ideas are exactly the sort of activities you need your team to do, but they often require work from other team members to help make them happen.

Some of the team members have begun to complain that he is making extra work for everyone. The others say that the activities are good for the department. This is causing a rift between these two groups.

And you worry that Jim might be acting as though he's in charge when he leads these projects, making others feel that the newest employee is bossing them around. You're not sure about this, but you've heard some negative comments in the halls.

Step	Description	Notes
1 Define the situation	• State the situation in a single sentence. • Ensure that it is a decision that needs to be made and that you are the person who has the authority to make it. • Ensure that you've identified the right problem. Is it a problem or a symptom of a bigger issue? • Determine who is involved. • Get information from more than one source.	
2 Determine the desired outcome	• If this decision works out perfectly, what will be the result? What will be different? • How will those involved be affected? • When will this change occur?	
3 Discover the alternatives	• Write down the pros and cons of each line of action. • Consider those affected by your decision. • If possible, get stakeholders involved to increase their commitment to the solution.	
4 Decide on the best solution	• Consider how the solution that is chosen will be implemented. • Don't select the first solution you formulate. Force yourself to come up with multiple solutions so that you remain open to alternatives. • Walk through the solution to the outcome to determine if it addresses the initial issue.	
5 Do it	• Break the decision down into action steps, responsibilities, follow up procedures, and evaluation. • State your decision in positive language. • Present your decision	
6 Document, follow up, & evaluate	• Document process • Follow up • Evaluate results	

ADDRESSING CHALLENGES

Conflict Management: Conflict Resolution Model (CPTP)
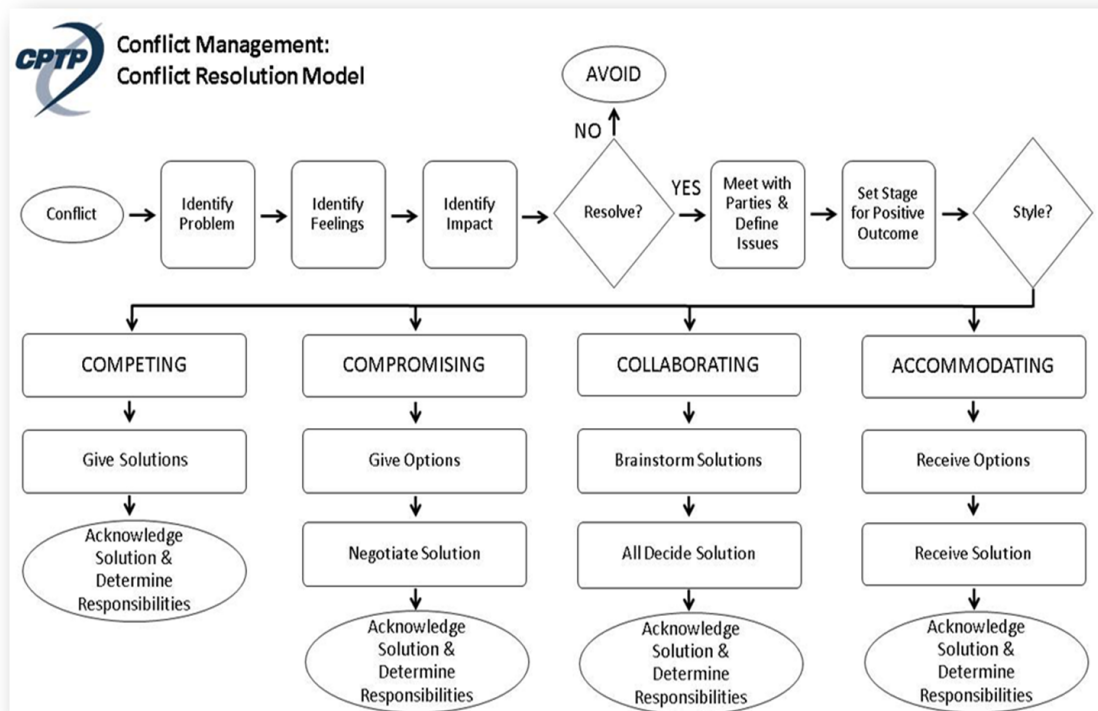
Step	Notes
1 IDENTIFY PROBLEM	
2 IDENTIFY FEELINGS	
3 IDENTIFY IMPACT	
4 RESOLVE?	
5 MEET WITH PARTIES AND DEFINE ISSUES	
6 SET STAGE FOR POSITIVE OUTCOME	
7 USE APPROPRIATE STYLE	

ADDRESSING CHALLENGES

PROBLEM SOLVING

Group Activity

Questions for evaluating a performance problem:

Step	Description	Notes
ABILITY ISSUES	*Look at these potential causes first. Questions 1-3 focus on whether the employee has the ability to do the task. If these are all positive answers, you'll need to consider motivational issues by looking at questions 4-5.*	
1 Does the employee have the capability to do the tasks assigned to him or her?	• Physical and technical capability? • Interpersonal ability? • Appropriate education/experience level?	
2 Has the employee been properly trained?	• Any changes in the job/task or in the procedure for completing the job? • Any changes in technology or equipment used to complete the job? • Enough on-the-job training and guidance from the supervisor? Enough real-world practice doing the task?	
3 Does the employee have the right resources?	• Functioning equipment and tools? • Materials and supplies? • Enough time to do the task well? • Have the completed work of others? • Timely access to necessary information?	
MOTIVATION ISSUES	*Question 5 is the quality check on the first four questions. If the answers to the first four questions is positive, then the last question should have a positive answer. If not, it is time to revisit the first four questions to see what has been missed.*	
4 How hard is the employee trying to complete the task?	• Start tasks but not finish them? • Get discouraged with tasks that don't go smoothly? • Confident that he or she can succeed?	
5 How much improvement is the employee making?	• Employee's work unacceptable even though he/she is giving effort? • Good performance only occurs when the employee is closely monitored? • Willing to listen and learn in order to improve?	

Group 1

1. Each person in the group will select one motivator from the list below that would be a good incentive for him/her.
2. Each will share a specific example or idea of how to use this motivator.
3. The group will select its top three motivators and examples to present to the rest of the class.

	MOTIVATOR	I AM MOTIVATED AND ENERGIZED BY…	NOTES / SPECIFIC EXAMPLES / IDEAS
1.	Power	Promotions, leadership roles, influence, and the opportunity to work with others in higher levels	Examples: Allow me to run a project; Mentoring sessions on skills needed to move to the next level
2.	Independence	Working on my own, managing my own goals, and being allowed to plan and prioritize my activities	
3.	Teamwork	Working with teams and partners on daily operational activities, as well as special projects	
4.	Interesting challenges	Opportunities to try new things, practice different skills, and overcome obstacles	
5.	Celebrations	Opportunities to recognize the accomplishments of the team and the individuals who excelled	
6.	Having clearly defined goals	Understanding my role and how it supports the mission, values, and goals of the team	
7.	Well-performed evaluations	Positive, clear, and consistent discussions on my skills and development	
8.	Tests of my skills	Being able to showcase my skills and knowledge and to try new activities and accept new responsibilities	
9.	Practicing a new skill	Continually learning new skills and having opportunities to apply them in different situations	
10.	Opportunities for advancement	Continual growth and a clear career map of other positions into which I could advance	
11.	Opportunities to move laterally	Growth and a career map that includes moves into other areas, rather than supervisory roles	

Group 2

1. Each person in the group will select one motivator from the list below that would be a good incentive for him/her.
2. Each will share a specific example or idea of how to use this motivator.
3. The group will select its top three motivators and examples to present to the rest of the class.

	MOTIVATOR	I AM MOTIVATED AND ENERGIZED BY…	NOTES / SPECIFIC EXAMPLES / IDEAS
1.	A playful atmosphere	Working in a light-hearted workplace that includes social time, a sense of humor, and group activities	Examples: Celebrate holidays; Team Casual Days; Group competitions
2.	An energizing, challenging atmosphere	Working in a demanding environment that pushes me to stretch my abilities and reach new levels of achievement	
3.	Being the expert in an area	Having the time and resources to become proficient in a single area so that I become a subject matter expert	
4.	A feeling of being in on things	Knowing the direction of our agency's operations and being informed of future initiatives	
5.	Two-way communication	Being able to sit with my supervisor or manager and discuss work in a positive and constructive manner	
6.	Attending classes	Being able to attend training sessions that allow me to continue to develop skills that are important to me and my future	
7.	Quiet time	Having time to be able to work on a project without interruption in a quiet area of the workplace	
8.	Brainstorming with others	Being able to work with others on ideas to solve problems, complete tasks, and improve processes	
9.	Consistency	Following standard processes, practicing regular routines, and knowing what my work day will include each day	
10.	Variety	Having every day include new challenges and discoveries and to try out new skills	
11.	Organizing projects	Creating systems and methods to improve office systems and project management	

Group 3

1. Each person in the group will select one motivator from the list below that would be a good incentive for him/her.
2. Each will share a specific example or idea of how to use this motivator.
3. The group will select its top three motivators and examples to present to the rest of the class.

	MOTIVATOR	I AM MOTIVATED AND ENERGIZED BY...	NOTES / SPECIFIC EXAMPLES / IDEAS
1.	Being allowed to make my own mistakes	Avoiding micromanagement and constant supervision so that I can make and repair my own errors	Example: Be given a specific project with reporting meetings at acceptable intervals
2.	Private praise	Being recognized quietly (without others present) for specific things that I have done well	
3.	Public recognition	Having my achievements recognized by my peers and others in public forums or by written acknowledgement	
4.	Teaching others	Having the opportunity to teach others the processes and topics that I know well	
5.	Using my creativity	Creating a new process, product, or other outcome that is put into use in my department	
6.	Friendly competition	Being able to compete in a way that develops skills and accomplishes goals in a positive, fun manner	
7.	Having input into decisions	Being involved in the early stages of decision-making for changes in practices and processes	
8.	Written recognition	Receiving certificates, plaques, cards, and other tangible results for performance and achievements	
9.	Flexible work schedule	Having opportunities to adjust work time when possible or to adjust the times I perform specific tasks	
10.	Making my own schedule	Having the ability to determine what time I do each of my tasks and setting my own appointments	
11.	Being listened to	Having my concerns acknowledged and knowing that my ideas have been heard and considered	

Group 4

1. Each person in the group will select one motivator from the list below that would be a good incentive for him/her.
2. Each person will share a specific example or idea of how to use this motivator.
3. The group will select its top three motivators and examples to present to the rest of the class.

	MOTIVATOR	I AM MOTIVATED AND ENERGIZED BY…	NOTES / SPECIFIC EXAMPLES / IDEAS
1.	An organized workspace	Having time and tools to create a workspace that is efficient and effective	Examples: Attend an organization skills workshop; Schedule an office clean-up day; Share ergonomics tips
2.	Working on team projects	Operating as part of a project team with new people to complete specific projects	
3.	Leading a project	Leading a temporary team of individuals to complete a specific goal or activity	
4.	Building my resume	Participating in activities that will reflect positively on my future advancement opportunities	
5.	Attending conferences	Being able to travel to conferences that allow networking and learning the latest developments in my field	
6.	Positive communication and attitudes	Working with individuals and supervisors who see challenges and conflict as opportunities	
7.	Working with a mentor	Being allowed time and opportunity to connect with an expert who can help me develop specific skills	
8.	Mentoring others	Having the opportunity to coach and mentor others in my areas of expertise	
9.	Prizes	Receiving tickets, meals, parking spaces, or other incentives for specific jobs well done	
10.	Events	Attending group lunches, awards dinners, outings or other events with my team	
11.	Learning new technology	The opportunity to use cutting edge technology and learn new programs and equipment	

#	Question	Examples: Print clearly so others can read this information.	How to apply this information in motivating this individual
		NAME	
1	What motivates me?	Cooperation	
		Recognition	
		Challenge	
		Curiosity	
		Control	
		Competition	
2	Five great rewards for me would be: (Make at least three of these low or no-cost)		
3	Five things that make me uncomfortable in the workplace are:		
4	As a team member, I enjoy:	☐ Leading a team ☐ Being a team member, not leader ☐ Changing roles depending on situations ☐ Working with new teams ☐ Working independently ☐ Other	
5	I enjoy working with a manager who does these five things:		
6	My favorite way to communicate is:	☐ Texting ☐ Email ☐ Phone ☐ Face-to-face ☐ Other	

	Question	Examples: Print clearly so others can read this information.	How to apply this information in motivating this individual
7	If I'm not doing something correctly, I'd want my manager to handle it like this:	Examples: Set a meeting, tell me on the spot, handle it privately	
8	If I've done something exceptional, I would like my manager to recognize it like this:	Examples: Publicly, privately, in writing	
91 0	The best team I've ever been on did these five things:		
11	I feel that I'm a good team player because I do these five things:		
12	Five things that stress me a lot are:		
13	Skills I have that I'd like to be able to use as part of my job responsibilities are:		
14	Something else I'd like my manager to know about me is:		