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**Purpose of the Toolkit**

Managers struggling to identify and solve performance problems often conclude that employee motivation (or lack thereof) is the cause of such problems.

Many people have strong ideas about motivation based on intuition and personal experience. Attempts to "fix" performance problems by influencing motivation are often based on these intuitive assumptions. Frequently these interventions fail.

It is important to note at the outset that motivation is not the same as performance. Motivation is one influence on performance. Gilbert's Behavior Engineering Model describes six influences on worthy performance as illustrated below:

<table>
<thead>
<tr>
<th>Information</th>
<th>Instrumentation</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental Support</strong></td>
<td>Data</td>
<td>Instruments</td>
</tr>
<tr>
<td><strong>Person's Repertory of Behavior</strong></td>
<td>Knowledge</td>
<td>Capacity</td>
</tr>
</tbody>
</table>

(Source: Van Tiem, Moseley, & Dessinger, 2000, p. 8)

The purpose of this Motivation Toolkit is to help managers work with employees to explore motivational issues and their impact on performance. It is intended as a guide to better understand the various influences on motivation and how to make changes that may improve motivational aspects of performance. It is not intended to solve all performance problems. Other influences on performance may require further examination.

**The CaNE Model of Work Motivation**

Richard Clark's CANE (Commitment and Necessary Effort) Model of Work Motivation can be used to begin the process of identifying and solving work motivational problems. This toolkit and its Motivation Checklist are based primarily on CaNE.

The checklist is based on two divisions of work motivation. The first section is Goal Commitment. Goal Commitment is predicted by three factors:

1. **Value** - An employee evaluates a goal based on their belief in the goal's ability to increase their "personal and organization control and effectiveness". This may be through increasing their career prospects, providing interest and stimulation in their job, or gaining satisfaction and confidence in their skills by performing a job well.
2. **Emotions** - The more positive mood that an employee has, the more likely they are to commit to a goal and the more likely they will be to maintain their progress toward a goal even under adverse conditions.
3. **Person Agency Beliefs** - The degree to which the employee believes he/she has the skills to accomplish the goal as well as the environmental and supervisory support will determine their motivation toward the goal.

The second section of the checklist focuses on the mental effort that will be put forth by the employee in pursing a goal. This section evaluates two aspects of mental effort:

1. **Self-efficacy** - The employee's perception of their own ability to accomplish the goal. An inverted U best describes this section of motivation. On one side of the U, if the employee feels they do not have the skills to reach the goal they will not attempt it. In the middle, at the top of the U, the employee feels fairly certain they have the skills to reach the goal and their motivation to reach the goal is high. On the far side of the U, the employee's skills
become automatic and they feel they can "do it in their sleep" and put forth very little effort to pursue the goal.

2. **Goal Novelty**- There is a relationship between the level of familiarity with a goal and an individual's self-efficacy beliefs. If the goal is familiar and the employee is convinced that they have already gained the skills and knowledge provided by this goal through a similar goal, they will tend not to invest much effort. But if the goal is novel and challenging (but attainable) then the employee will be more motivated to pursue. If the goal is too unfamiliar and they don't believe they have the skills to achieve it, motivation to pursue the goal tends to be decreased.

While Clark's CaNE Model represents a synthesis of many leading theories in human motivation, there may be additional factors not considered here that influence motivation in an individual. The concepts of equity and goal selection, among others, may be important considerations that are explored in other models and theories of work motivation. Information based on additional theories of work motivation are provided in the Evaluation/Analysis section of the toolkit.

**Use of the Toolkit**

- This toolkit is intended to be used by managers as an aide in describing individual motivation in employees. Use the statements on the checklist and other suggestions as guides to determining individual’s perceptions and beliefs about their work goals during when you discuss performance goals with employees.
- It is also important to note that motivational theories, including this one, are subject to questions of scientific validity. The developers of this tool encourage you to use it only as a suggestion of possible motivational level and not as a reliable prediction of successful performance.
- Also, motivation varies considerably between individuals. This tools in this kit are intended to help describe individual behavior and motivation. Information gathered from individual assessments should not be aggregated or compiled to attempt to explain motivation in groups or organizations.

**Manager Instructions for Using the Toolkit:**

1. Identify a performance goal for evaluation.
2. Complete the Goal Organizer
3. Instruct the employee complete the Goal Organizer.
   When describing the goal, specify:
   - **Who** will perform the actions to achieve the goal (*Linda*),
   - **Will Do What** or the action to be performed (*improve her charting accuracy*)
   - **To What Degree** or standard (by 95%)
   - **Under What Conditions** the goal will be achieved (*at the BCDC*)
   - **As Measured by**, the method that will be used to evaluate achievement of the goal (*evaluated on 20 chart reviews*)

   **Example:** Linda will improve her charting accuracy at the BCDC to 95% as evaluated on 20 chart reviews.
4. Set up a meeting with the employee to review the goal.
5. Discuss the employee’s completed Goal Organizer and provide employee with any clarification necessary based on your Goal Organizer.
   - **DO NOT** attempt to make the employee’s understanding of the goal identically match yours.
   - Remember that the employee may have different perceptions about the goal.
   - Ask questions and provide information only to fill in gaps in factual facets of the stated goal.
6. After reviewing the Goal Organizers, utilize the Motivation Checklist to interview the employee about the goal.
   - Provide the employee with the Work Motivation Information Sheet.
   - Clarify the purpose for examining motivation.
   - Explain the rating scale and ask the employee to provide their rating or answer for each of the 16 checklist items.
7. After the employee interview, score the Motivation Checklist and assess the employee’s level of motivation for achieving the goal.
8. Use the Evaluation/Analysis section to develop a motivational plan.
9. Meet with the employee to review the plan and elicit their input and suggestions. Discuss with the employee their strengths, weaknesses and possible interventions needed to reach the goal.
10. Re-write the goal as needed.
# Goal Organizer

Be as specific as possible in your descriptions. You may attach additional sheets if necessary.

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Goal:**

**Goal Developed By:**

**Reason for Goal (Why is this goal important?)**

**Desired Outcome of Goal (What will happen when this goal is reached?)**

<table>
<thead>
<tr>
<th>Deadline for goal outcome:</th>
<th>Reasonable</th>
<th>May need more time</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Skills/Knowledge to Achieve Goal Already Have</th>
<th>Needed Must Be Developed</th>
<th>Resources Needed to Achieve Goal Already Have</th>
<th>Must Be Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training is Available</td>
<td>How to acquire/adapt:</td>
<td>How to acquire/adapt:</td>
<td></td>
</tr>
<tr>
<td>Training is Available</td>
<td>How to acquire/adapt:</td>
<td>How to acquire/adapt:</td>
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<tr>
<td>Training is Available</td>
<td>How to acquire/adapt:</td>
<td>How to acquire/adapt:</td>
<td></td>
</tr>
</tbody>
</table>

Describe similar goals achieved in past

Overall, pursuing this goal will be: (check all that apply)

Useful  Interesting  Enjoyable  Positive
Work Motivation Information Sheet

Many factors influence a person’s motivation to do work. Sometimes having clear goals to work toward can help us feel more motivated to get a job done. Having the necessary skills, knowledge, resources, and support may also move us in the right direction.

Social scientists have studied motivation and believe that certain factors influence a person’s motivation more than others. Some of those factors include:

- How useful the work is
- How interesting or enjoyable the work is
- How important the work is
- How a person and others around them feel about the work
- How adequate and available the needed resources are to get the work done
- How able a person believes they are to do the work
- How new or different the work is

Your manager has asked you to complete a Goal Organizer and the two of you should have discussed the details of a goal that is part of your current work duties. Your manager will now present you with some statements related to your motivation to achieve this goal. This activity does not mean that your manager thinks you are lazy or have a motivation problem. It is simply a way for both of you to better understand how you approach your work and how they can help you succeed at reaching your goal.

It is important that you respond to the statements as honestly and openly as possible so in order to determine ways to help you achieve your work goals. Your responses will be used only to help support this goal and make improvements to the factors that impact your work.

Use the following rating scale to comment on the statements presented by your manager:

- 0=No,
- 1=Neutral/I don’t know,
- 2=Agree,
- 3=Strongly Agree

For example: If your manager says, “I am curious about this”, and you are very interested in the particular goal, you should say “3” or “I strongly agree”. If you are not sure how interested you are in the goal, you should say “1” or “I don’t know”. If you have absolutely no interest in this goal, you should say “0” or “I am not interested in this goal at all”.

Your manager may also clarify each statement with more specific examples. If you have any questions or do not understand the statements at any time during the interview, please do not hesitate to ask your manager for this clarification.

Once this activity is completed, your manager will use the results to develop a plan, as necessary, for improving the factors that motivate you to achieve this goal. It is important that you discuss this plan with your manager so that it can be put into place in a way that positively impacts your performance.
Motivation Checklist

Instructions: Read the statements below and mark the number in the rating area that best describes the answer. Follow directions to calculate overall rating.

Rating Scale: 0=No, 1=Neutral/I don’t know, 2=Agree, 3=Strongly Agree

| Utility | 1. This going to be beneficial to me in the future, even if it is not enjoyable now.  
|         |   • Working toward and achieving this goal will help the organization &/or further my career  
|         |   • The result of the goal will be useful to me in the future. | 0 1 2 3 |
|         | 2. I am curious about this.  
|         |   • Achieving this goal will challenge me. | 0 1 2 3 |
|         | 3. I enjoy this type of work.  
|         |   • I will learn new skills and develop new abilities to reach this goal. | 0 1 2 3 |
|         | 4. Doing this well will confirm to myself that I know what I’m doing.  
|         |   • This goal is worth the effort that it will take to achieve it.  
|         |   • This goal matches my personal and career goals. | 0 1 2 3 |
|         | 5. Doing this well will confirm to others that I know what I’m doing.  
|         |   • Achieving this goal will make me more effective at my job. | 0 1 2 3 |
| Importance | 6. Others feel positive about this goal.  
|         |   • This goal is seen by others that I work with as a positive goal that will benefit the organization and the staff.  
|         |   • Achieving this goal will match the organization’s mission and goals. | 0 1 2 3 |
|         | 7. I feel positive about this goal.  
|         |   • Achieving this goal will be something that will increase my confidence in my work.  
|         |   • Working toward this goal will be a positive experience. | 0 1 2 3 |
|         | 8. Training or other help is available if I need it.  
|         |   • If I don’t have the skills to achieve the goal, I will be able to develop them. | 0 1 2 3 |
|         | 9. Time constraints and circumstances are realistic.  
|         |   • The goal has a specified target date for completion.  
|         |   • The goal is clearly defined in terms of outcomes, processes, and roles. | 0 1 2 3 |
|         | 10. Adequate resources are available  
|         |   • The information and tools that are needed to achieve the goal are specified and available. | 0 1 2 3 |
|         | 11. I will be supported by my supervisors and the organization, etc. to achieve this goal  
|         |   • The goal was set by someone that understands the work processes in the organization.  
|         |   • I will receive the assistance and relevant feedback that will be needed to achieve this goal. | 0 1 2 3 |
|         | 12. I have the knowledge and skills to achieve this goal | 0 1 2 3 |
|         | 13. I will be able to develop new knowledge and skills to achieve this goal. | 0 1 2 3 |
|         | 14. This will be different than what I have done in the past.  
|         |   • I will have to work in new and different ways to achieve this goal. | 0 1 2 3 |

Multiply: \( \text{VALUE SCORE} \times \text{EMOTIONS SCORE} \times \text{PERSONAL AGENCY SCORE} = \text{ACTIVE GOAL PURSUIT SCORE} \)

| Self Efficacy | 15. Select one of the following statements that best describes your perspective on this goal:  
|               |   • I don’t have what it takes to do this (-1)  
|               |   • I’m pretty sure I can do this (+1)  
|               |   • Of course I can do this! (-1) | Total Items 15-16 ME/SE SCORE |
| Mental Effort | 16. Select one of the following statements that best describes your perspective on this goal:  
| Novelty       |   • I’ve never done something like this before (-1)  
|               |   • I’ve done something like this before (+1) | Total Items 18-19 ME/NOVELTY SCORE |

Add: \( \text{ME/SE SCORE} + \text{ME/NOVELTY SCORE} = \text{MENTAL EFFORT SCORE} \)

| Active Goal Pursuit Score ÷ 1890 | Mental Effort Score | LIKELIHOOD OF SUCCESSFUL PERFORMANCE RATING | Refer to Explanation section to better understand your rating |

Refer to Explanation section to better understand your rating.
**Evaluation/Analysis**

**What the Score Means: An Overview**

| If the score was >1.0                                                                 | • A balance of goal commitment and mental effort is present that will most likely result in sufficient motivation to successfully achieve the goal. The higher the score, the stronger the motivation to achieve the goal.  
• Managers should examine the areas of strength (high ratings) to help identify areas of positive influence on motivation. Areas of weakness (lower rankings) may indicate factors that may need improvement or additional attention. |
| If the score was 0-1.0                                                               | • The balance between goal commitment and mental effort are not sufficient to impact motivation to achieve a goal.  
• If the total score for any of the goal commitment sections was 0, due to the nature of the model, the final goal commitment score would be zero. If goal commitment is low, motivation to achieve a goal is generally decreased even if considerable mental effort is put forth by an individual.  
• If the score was lower than expected, it may be because the individual is overconfident of his/her skills when approaching a goal. Frequently, this results in the attempt to apply inappropriate skills to reach a goal...either trying to use new skills when old ones would do or using old skills that result that require less mental effort.  
• Such areas of weakness (zero or negative scores) may indicate factors that may need improvement or additional attention. |
| If the score was <0                                                                 | • A zero score in any of the goal commitment categories reduces the likelihood of an individual actively pursuing a goal, decreasing the likelihood of successful performance.  
• A negative mental effort score suggests that an individual does not feel he/she has the skills needed and/or that goals are too unfamiliar.  
• Focus efforts to improve motivation in this individual on areas of weakness, most likely skills building, feedback, clear explanations of expectations and provision of adequate resources and support. |
What the Score Means: A Detailed Explanation of Each Checklist Section

Goal Commitment: Values

<table>
<thead>
<tr>
<th>Value</th>
<th>Interest</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>This going to be beneficial to me in the future, even if it is not enjoyable now.</td>
<td>4. Doing this well will confirm to myself that I know what I'm doing.</td>
</tr>
<tr>
<td>2.</td>
<td>I am curious about this.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I enjoy this type of work.</td>
<td>5. Doing this well will confirm to others that I know what I'm doing.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
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</tbody>
</table>

Items 1-5 of the Goal Commitment section focus on the individual’s perception of worthiness of the goal he/she is attempting to achieve. This perception is based on personal needs and values. Culture, background, experience and individual personality traits have an influence on these needs and values. One of the most universal human values related to motivation is thought to be the ability to control the effectiveness of one’s behavior (Clark, 1999). If an individual perceives a goal as useful as a means to an end, is curious or interested in the goal, and finds pursuit of the goal enjoyable, he/she will tend to feel a greater sense of control or empowerment over goal attainment. If any of the employee’s responses to items 1-5 were 0 or 1, you may want to look more closely at the following additional questions.

Do the employee’s values and personality support this goal?
Personalities and values differ significantly between individuals. These are also facets of human behavior that are extremely difficult to define, analyze, and apply generally to all people. While such difficulties exist, the impact of personal values and needs cannot be ignored when attempting to understand motivation. Values influence individual’s intentions to act or attitudes that are the most direct influence on behavior (Pinder, 1998). Pursuit of goals that are based on an individual’s intentions generally will result in behavior consistent with those intentions. Intentions to act also relate to the amount of mental effort one is willing to exert to achieve a goal (see mental effort section).

What are the needs of the employee?
To understand an individual’s value system, we must first know something about the needs that influence those values. Alderfer attempted to improve upon Maslow’s hierarchical theory of needs, a familiar and popular model that is widely used to describe human behavior, despite its lack of scientific support and ability to accurately predict human behavior (Pinder, 1998). The resulting ERG (Existence, Relatedness, Growth) model of human needs asserts that, at the most basic level, humans are concerned with satisfying material existence needs (physiologic and safety). At the next level, relatedness needs pertain to the human desire to maintain relationships with others (social) and develop self-esteem. Finally, growth needs relate to those needs that drive personal development (recognition from others and self-actualization). The ERG model is not a strict hierarchy and suggests that an individual does not have to fulfill lower level needs in order to progress to meeting higher level needs. Also, if a person’s attempts to meet needs at a higher level are frustrated, it is believed that they will put more importance on meeting needs at a lower level. (the frustration-regression principle) (Pinder, 1998).

In order for managers to apply knowledge of needs to practical work motivation issues, they must recognize that an employee has multiple needs to satisfy simultaneously. According to the ERG theory, focusing exclusively on one need at a time will not effectively motivate. In addition, the frustration-regression principle impacts workplace motivation. For example, if growth opportunities are not provided to employees, they may regress to relatedness needs, and socialize more with co-workers. Or, the inability of the environment or situation to satisfy a need for social interaction might increase the desire for more money or better working conditions. If the manager is able to recognize these conditions, steps can be taken to satisfy the frustrated needs until the subordinate is able to pursue growth again.
How well an individual believes he/she is satisfying relatedness and growth needs may correspond to items 4 and 5 on the checklist.

**What does the employee value?**
But needs are not the most direct influence on human behavior. Values that are derived from needs and are developed from experiences within an individual’s culture and history are more closely related to behavior. In order to better understand and motivate behavior, managers should not immediately assume that a problem is based on unmet needs. Instead, a closer examination of the individual’s values may provide a more accurate understanding of behavior. All items in the Value section may be better understood through a closer examination as to the individual’s interests, likes, and dislikes. Values also influence preferences for certain types of incentives (rewards, punishments). There are a variety of scales and other tools available to help managers and individuals understand existing value systems. See Appendix A for an example of a values survey based on Rokeach’s Value Survey.

A manager may want to focus specifically on work values rather than general personal values. There is some question as to the value in distinguishing between the two, as specific work values are believed to be directly derived from the more general value typologies. On the other hand, examining specific work values may provide a better understanding of the issues related to workplace motivation. All items in the Value section may be better understood through a closer examination as to the individual’s interests, likes, and dislikes.

**Has there been a significant change in their values?**
When considering values, it is also important to keep in mind their dynamic nature. An individual’s values, especially work values, can change over time in response to large-scale economic, political, and social changes, as well as to changing job roles, educational levels, and “critical life events (Pinder, 1998, 72).”

**What about other individual differences and personalities?**
Personality traits such as:
- Conscientiousness
- Responsibility
- Dependability
- Organization
- Achievement oriented
- Resourcefulness
- Adaptability
- Creativity

May have a positive influence on successful performance, but this relationship is not clearly understood. Consideration of personality characteristics should not supercede efforts that are better supported by more valid and practical motivational theories. Use of personality inventories such as the Myers-Briggs Type Indicator® or others may provide insight into individual characteristics, but such results should not be generally applied to questions of individual motivation and do not necessarily produce accurate predictions of performance. Just as values can change over time, individuals may respond to such tools differently at different times and under different circumstances. Also, over-reliance on such tools for answers about individuals can lead to labeling and misguided assumptions about their capabilities and limitations.

Personality tests and values surveys are most useful in motivation when they are used to learn more about the individual and how they approach their work. This information is best applied only at the individual level, not generalized across organizations, when attempting to redesign work or job roles, improve working conditions, or restructure how organizational policies impact the individual.
**Goal Commitment: Emotions**

<table>
<thead>
<tr>
<th>Emotions</th>
<th>Group</th>
<th>6. Others feel positive about this goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self</td>
<td>7. I feel positive about this goal.</td>
</tr>
</tbody>
</table>

How does the employee feel about this goal?
Items 6 and 7 of the Goal Commitment section of the checklist focus on the influence that an employee’s emotions have on their commitment to a goal. This emotional state is not related directly to the goal but is a reflection of their overall positive or negative affect. If an individual is generally positive about a goal, as evidenced by “happiness, joy, contentment and optimism” (Clark, 1999, p. 7), they will most likely have stronger, more frequent and persistent commitment to goals. An overall negative affect, e.g., sad, fearful, angry, depressed, will tend to have the opposite effect on goal commitment (Clark, 1999). An individual’s overall mood will also influence their self-efficacy beliefs and willingness to pursue a goal (Pinder, 1998).

How do these emotions relate to job satisfaction?
Emotions at work are determined in large part by the progress and success individuals perceive related to accomplishing their goals (Pinder, 1998). Emotional affect at work can also be influenced by one’s personal life, previous work experiences or even by the relationship with their current manager.

Job satisfaction can be defined as an emotional reaction based on an individual’s perceptions that their job is aligned with and allows the fulfillment of certain needs (Pinder, 1998). Job satisfaction can result from the fulfillment of needs at work either through the performance of different aspects of the job or possibly the environment. It may also be influenced by what someone expects to receive from their job and what they actually receive. Some compare their contributions to the organization and the benefits they receive against the contributions and treatment of others. In this way, job satisfaction is a part of an individual’s work affect, influenced by a somewhat different set of factors than those affecting overall emotional state.

How does job satisfaction impact performance?
Although there is a strong correlation between an employee’s positive affect and a stronger commitment to a goal in the workplace, job satisfaction does not equal higher performance levels or productivity. Only a low correlation has been found between the general attitude of satisfaction with one’s job and specific levels of productivity. This section of the checklist focuses therefore on evaluating emotional affect, not job satisfaction, in order to better understand the commitment an employee might have to a goal or project. While job satisfaction may have some “spill-over” effects on motivation, if improved performance is desired, interventional efforts are better directed toward the encouragement of positive emotions rather than to increased job satisfaction.

What can be done to make emotions about work more positive?
As a manager working with employees to encourage positive emotions, you may want to work with the employee to assess how they feel about their success at achieving their goals at work. Explore ways to remove barriers preventing goal achievement. Provide additional assistance for achieving the goal. Foster an environment that is positive, reinforcing, and encourages autonomy and integrity. Examine the physical environment of the workplace and attempt to make it more pleasant, supportive of goal achievement, and safe.
**Goal Commitment: Personal Agency**

<table>
<thead>
<tr>
<th>Environmental Support</th>
<th>8. Training or other help is available if I need it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Time constraints are realistic.</td>
<td></td>
</tr>
<tr>
<td>10. Adequate resources are available</td>
<td></td>
</tr>
<tr>
<td>Context</td>
<td>11. I will be supported by the organization, my supervisors, etc. to achieve this goal</td>
</tr>
<tr>
<td>Past Performance-Self Efficacy</td>
<td>12. I will get to use newly developed knowledge and skills.</td>
</tr>
<tr>
<td>13. I have the knowledge and skills to do this.</td>
<td></td>
</tr>
<tr>
<td>14. This will be different than what I have done in the past.</td>
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</table>

Items 8-14 of the Goal Commitment section focus on the individual’s perception of their ability to succeed at the goal he/she is attempting to achieve. This perception is based on external resources and constraints, including the level of support they believe they will receive from their supervisors and the organization. Perceptions of personal agency are also influenced by self-efficacy beliefs and evaluations of past performance and knowledge. If any of the employee’s responses to items 8-14 were 0 or 1, you may want to look more closely at the following additional questions.

**Does the organization and management system support performance success?**

Assumptions made by managers about human nature and work can significantly influence motivation. See Appendix B for a questionnaire regarding your assumptions about how people view work. The way organizations and managers view human nature is not the only influence on employee motivation and success.

A strong organizational culture and, in some cases an individual’s fit with that culture, can positively influence their personal investment or motivation in work. The following questions point out the key attributes of a strong organizational culture.

- Are organizational goals clarified to employees?
- Is the organizational work ethic emphasized consistently by management?
- Are employees evaluated on and rewarded for accomplishments?

Management by Objectives (MBO) is a model of management in which managers and employees work toward mutually agreed upon goals. The key to the usefulness and success of such a model is the active endorsement and support of the model by top organizational management. This is important in order to ensure that goals set at lower levels of the organizational hierarchy are consistent and compatible with goals set at higher organizational levels. While the specificity and nature of the goals at different levels will vary, success at each organizational level should contribute to successful goal attainment at each higher level. Ultimately, an organization, that has clearly defined goals that are consistently related to employees at all levels, may benefit from the successful performance of each individual employee. Specificity, feedback, standards, and strategy development are integral parts of goal setting in MBO. MBO has been applied successfully to organizations in a variety of forms.

**Has the employee participated in the goal setting process?**

Empowerment does not necessarily mean that the individual must select the goal him/herself. Some managers believe intuitively that involving an individual in the goal setting process enhances goal commitment and performance. This assumption is often based on the idea that the individual may be better able to understand the requirements and standards of the goal (specificity), helping them to approach the goal more appropriately, thus enhancing the belief that they are capable of accomplishing
the goal. Motivational research has shown that such assumptions play only an indirect and weak role in improving motivation. Due to this limited influence on performance, it is suggested that the efforts and resources required to develop and maintain formal employee participatory goal setting processes are generally better applied to other areas of motivation. For example, perceptions of supervisory support that are enhanced during participatory activities may actually be more important to improved performance than the act of participating in goal setting (Pinder, 1998).

Meeting certain other conditions can be more influential on the value an individual places on a goal.

**Who is assigning the goal?**
- Is this person trusted by the individual?
- Does he/she represent a legitimate authority to the individual?
- Does he/she demonstrate a vision that can inspire the individual to work toward the goal?

**How is the goal presented by this person?**
- Does he/she provide a good reason for working toward the goal?
- Does he/she describe the expected level of performance?
- Is responsibility for certain tasks given to specific individuals or teams?
- Is confidence in the individual’s or team’s competence expressed?
- Is constructive feedback on progress provided, including suggestions for improvement when appropriate?

**Are goals stated specifically?**
Increased motivation occurs when people know specifically what is expected of them. The possible exception to this is when goals are novel or complex (See Novelty below). When setting goals, are they specific in terms of:
- What type of behavior is expected?
- How the employee will know when he/she reaches the goal?
- How long he/she has to reach the goal?
- What types of circumstances (available support, skills needed, etc.) are present?

**Is the employee given feedback on his/her performance?**
Feedback is also an important influence on high levels of performance by individuals who believe they have what it takes to accomplish the goal. Effective feedback lets the individual know how well they have accomplished or are progressing toward the specific standards of a goal. If performance is evaluated as exceeding the standards, performance levels tend to be maintained and may even be raised. If performance is below the standards, performance tends to improve if the person has high self-efficacy beliefs (See Items 12-13, 15-17) and they are dissatisfied (See Items 4-7) with their performance. This is also true if the goal was set to improve on past performance (See Items 4-5, 14, 18-19).

Feedback must address the complex levels of performance, as individuals must usually succeed at a hierarchy of tasks (simple to more complex) in order to achieve any given goal. Feedback can be internal, even physiological, for some minor tasks. As these lower level tasks are successfully performed, external feedback (that which they require from others) related to the standards of the overall goal becomes more important.

Positive feedback is most beneficial in maintaining goal commitment. Even if progress toward the goal is not up to standard, attempts should be made to recognize the efforts of the individual to accomplishing the goal.

**Are there appropriate incentives for performance?**
Specificity of goals enhances commitment to achieving those goals. If a goal is moderately difficult, more effort will be put toward the achievement of the goal and performance is increased. Incentives must be aligned and directly related to the attainment of these difficult goals. Incentives applied to easier goals do not tend to increase already low expected performance levels.
Examples of external incentives that may improve goal commitment include:
- Competition, especially if it makes the goal more difficult (See Mental Effort below)
- Deadlines, that clarify and specify the goal, as well as make it more difficult, and
- Money, but only if associated with high performance and accomplishments and is seen as equitable. Decreased motivation can occur if these conditions are not met, as the incentive may be seen as arbitrary, “across the board”, or unfair.

Internal incentives are more difficult to determine. People who achieve low goals seem to derive similar levels of happiness from success as do people who achieve higher, more difficult goals. However, if an individual achieves more than he/she thought they would, they tend to be more satisfied. Given the evidence supporting the relationship between high levels of performance and difficult goals, setting lower goals so that people can feel more job satisfaction (internal rewards) may actually negatively impact their goal commitment, reducing the probability of successful performance. Instead of lowering goals, focus on the other areas of goal commitment such as environmental & contextual supports and specificity in goal setting.

**Does the employee believe they have or can gain the skills and knowledge needed to achieve the goal?**
Self-efficacy beliefs can be directly related to the perceived difficulty of a task. Individuals analyze their present skill level generally, including recently developed skills and past experiences. The level of expected performance is directly proportional to the difficulty of the goal. That is, the more difficult the goal, the higher the level of performance. This is explained by the idea that difficult tasks tend to lead to exploration and learning, thus building skills and knowledge. Some studies suggest that motivation is maximized when new skills can be gained and applied and the task is perceived as moderately difficult.

If an individual recognizes that they do not possess all of the necessary skills and knowledge to achieve the task, the availability of training support will increase personal agency beliefs and goal commitment. With personal agency factors are high, individuals also tend to stay committed to goals, even in the face of setbacks or negative feedback.
The Personal Agency section of the checklist (Items 8-14) provides a more detailed examination of these beliefs as they relate to goal commitment. This section seeks to relate overall perceptions of self-efficacy and novelty to the mental effort put forth to achieve a goal.

Items 15 and 16 are intended to illustrate the relationship between an individual’s beliefs that they have the skills and knowledge to accomplish a goal to which they have committed and the novelty of the goal. Self-efficacy beliefs can significantly impact their perception of the novelty of the goal and their ability to achieve it. The combined influence of these perceptions can determine the amount of mental effort an individual will put forth once they have committed to a goal. Sometimes, familiarity with a goal can cause individuals to overestimate their ability to achieve it.

To succeed at novel or complex goals, individuals must develop strategies and learn new skills. The context in which people learn and strategize their approach to the goal must be considered. Research has shown that people tend to demonstrate higher levels of performance on specific, difficult goals if they are allowed many opportunities to practice these skills and strategies. These periods of practice should be separated by reasonable periods of rest. In such situations, individuals must be permitted to focus on the mastery processes rather than the end product or goal outcome. Once mastery is achieved, the focus can return to the desired outcome.

It is important to note that, if a goal is too complex or novel, an individual may tend to decrease the amount of focus on goal attainment. Instead of specific goals and standards, supportive encouragement of the individual’s best effort may enhance performance in such situations.
Appendix A: Personal Values Rating

Rate the following concepts using this scale:
1. I am inclined to reject this as a guiding principle in my life
2. I neither reject nor accept this as a guiding principle in my life
3. I am inclined to accept this as a guiding principle in my life
4. I accept this as an important guiding principle in my life

<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Broad-mindedness</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Independence</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Courage</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Imagination</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Logic</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Politeness</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. Cleanliness</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8. Ambition</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>9. Self-control</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>10. Capability</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>11. Obedience</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>12. Forgiveness</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>13. Helpfulness</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>14. Responsibility</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>15. Intellect</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>16. Honesty</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>17. Love</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>18. Cheerfulness</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>19. Pleasure</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>20. National security</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>21. Inner harmony</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>22. Happiness</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>23. A comfortable life</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>24. Salvation</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>25. Equality</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>26. A world at peace</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>27. A world of beauty</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>28. A sense of accomplishment</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>29. Social recognition</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>30. Self-respect</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>31. Wisdom</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>32. True friendship</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>33. Mature love</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>34. An exciting life</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>35. Freedom</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>36. Family security</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Appendix B: Manager Assumptions About Human Nature as it Relates to Work

Rate the following statements about *average human adults* using the scale provided:

<table>
<thead>
<tr>
<th>Average human adults:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work as hard as they can</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Are ambitious</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Embrace responsibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Prefer to lead others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Are concerned about the needs and goals of others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Place importance on the needs and goals of the organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Adapt easily to change</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Are not easily fooled</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Are very intelligent</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Are not easily manipulated</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Score**

<table>
<thead>
<tr>
<th>Divide by 10 = Average Score</th>
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</table>

For many years, managers have held assumptions about the nature of workers that have led to a self-fulfilling prophecy of those assumptions. McGregor referred to these assumptions as Theory X (Pinder, 1998). These assumptions are primarily negative (the converse of the statements in the scale above) and have influenced management policies and practices that attempt to increase employees’ work effort. These efforts often involve controls on much of what workers are expected to do, and include practices like time clocks, close supervision, boring and repetitive work processes, and timed break periods. The result of such controls is often decreased effort by employees due to feelings of resentment and lack of interest. The cycle of management control continues when employees are observed behaving just as managers assumed they would and more stringent controls are put into place. More stringent controls serve to decrease work effort and interest even more, perpetuating the self-fulfilling prophecy even further.

It is difficult to break this “which came first” cycle of beliefs. However, McGregor offers Theory Y to describe an alternative view of human nature as it relates to work:

1. People are not passive by nature. They have become so as a consequence of the way they are usually treated in organizations.
2. People possess, by nature the ability to develop, assume responsibility, and behave in accordance with organizational goals. Management’s responsibility is to recognize these potentials and make it possible for employees to develop themselves.
3. To do this, management should structure organizational policies so that human beings can achieve their own goals while pursuing the goals of the organization (Pinder, 1998, p.53).

**Are you a Theory X or a Theory Y Manager?**

If your average score was:

<table>
<thead>
<tr>
<th>&gt;4</th>
<th>&lt;4, but &gt;2</th>
<th>&lt;2</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are probably adopting the principles of Theory Y in your management practices. You may tend to see your employees working hard and recognize them for their efforts.</td>
<td>You may be attempting to adopt some of the Theory Y principles, but you are still holding onto some of the old, negative assumptions about human nature related to work. Efforts to recognize and support your employees in their accomplishments and responsibility should help them achieve their goals while supporting those of the organization</td>
<td>You still embrace the negative assumptions about human nature. Work toward changing your views and management practices to reflect a more positive, supportive perspective on human nature and you should begin to see improved interest, respect and effort from your employees.</td>
</tr>
</tbody>
</table>
Appendix C: Motivation Interventions

The following table provides suggestions for interventions that may help an individual who scores low in specific areas of the Motivational Checklist. It is not intended to be an exhaustive list, nor are the interventions proven solutions to motivational problems. Each person is different, therefore attention should be given to those interventions that would be most meaningful to the individual.

<table>
<thead>
<tr>
<th>Motivational Factors</th>
<th>Possible Interventions</th>
</tr>
</thead>
</table>
| **Utility**          | • Try to understand the individual’s likes, dislikes, and personal goals.  
                       • Help determine how this goal might fit into their career or personal goals  
                       • Clarify the purpose of the goal and how it relates to benefits to the organization, the work unit, and/or the individual  
| **Interest**         | • Point out aspects of the goal that could be fun  
                       • Ask for input on the plan to achieve the goal  
                       • Reinforce how this goal will provide and increase in skills, knowledge and challenge in their job  
| **Importance**       | • Help the individual relate the goal to improving their self-esteem and personal development.  
                       • Discuss the importance of this goal in relation to the team and the organization.  
                       • Tie the goal to specific outcomes and ways in which it effects critical business issues  
| **Emotions – Self**  | • Ask the individual how they feel about work and life in general  
                       • Don’t discount negative feelings, but offer any assistance that you could provide that might alleviate some of them  
                       • Attempt to remove any barriers that might be influencing these emotions  
                       • Review past successful goal achievement and describe how skills learned and knowledge gained can support the current goal  
| **Emotions – Others**| • Encourage a work environment that is supportive and collaborative  
                       • Share efforts at goal achievement with work groups so that positive emotions can be shared and negative ones can be dealt with more effectively  
                       • Stress the importance of the goal in relation to other areas of the work environment- how it fits with the goals of co-workers and the organization.  
| **Environmental Supports** | • Provide training to aid goal achievement  
                          • Clarify expectations including specific desired outcomes, processes, roles  
                          • Negotiate a realistic time frame for completion of the goal  
                          • Specify feedback mechanisms that will be used to monitor performance  
                          • List resources that will be available to achieve the goal to include: time allocation, supplies, assistive personnel, authority to enact decisions, etc.  
                          • Clarify incentives or rewards being offered  
| **Environmental Context** | • Create a sense that there is a high probability of organizational, procedural, and managerial support  
                              • Outline contributions of management staff that will be available for assistance  
                              • Clarify expectations with regards to outcomes, reporting of progress, evaluation of success  
| **Self-Efficacy**    | • Test to determine/confirm qualifications, skills, and/or knowledge  
                       • Reinforce the individual’s own beliefs in his/her ability to succeed  
                       • Help people to keep from downplaying their own abilities  
                       • Encourage unbiased, positive self-assessment  
                       • Provide educational opportunities  
                       • Provide opportunities to practice application of new skills and knowledge  
| **Novelty**          | • Help the individual to recognize similarities between this goal and other he/she has achieved in the past  
                       • Set new goals as progressions from previous achievements  
                       • Break the goal into more manageable and familiar tasks  

References


