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 **GOAL SETTING**

Although effective communication is an absolute prerequisite for group success, it does not guarantee that a common goal will be achieved or that the group experience will satisfy the group members' needs and expectations. An additional ingredient, motivation, is necessary to fuel group performance.

An effective group has *both* a clear understanding of its goal *and* a belief that its goal is meaningful and worthwhile.¹ The Apollo Moon Project is a good example. Which goal is more motivating: “To be leaders in space exploration” or “To place a man on the moon by the end of the 1960s”? Fortunately, NASA adopted the second goal, and its simple words were both clear and inspiring.² In Carl Larson and Frank LaFasto's three-year study of characteristics that explain how and why effective groups develop, they put “a clear and elevated goal” at the top of their list.³ Any old goal is not enough.

Clear, elevated goals create a sense of excitement and even urgency. They challenge group members and give them the opportunity to excel—both as individuals and as a group. Here is how Larson and LaFasto describe what happens when groups work to achieve such goals:

[Groups] lose their sense of time. They discover to their surprise that it's dark outside and they worked right through the supper hours. The rate of communication among team members increases dramatically, even to the point that individuals call each other at all hours of the night because they can't get something out of their minds. There is a sense of great excitement and feelings of elation whenever even minor progress is made toward the goal.⁴

Effective goal setting in groups is critical to all major theories of group motivation. First and foremost, motivated group members know what the goal is, understand what actions are needed to accomplish the goal, agree upon the criteria for judging whether the goal has been reached, and are aware of how their own behavior contributes to achieving the goal.⁵

Goal Theory

Edwin Locke and Gary Latham's **goal theory** examines the value of setting group goals and the methods needed to accomplish those goals. They conclude that groups function best when their goals have the following characteristics. Effective goals (1) are specific, (2) are hard but realistic, (3) are accepted by members, (4) are used to evaluate performance, (5) are linked to feedback and rewards, (6) are set by members and groups, and (7) allow for member growth.⁶

Locke and Latham conclude that effective goal setting does more than raise group productivity and improve work quality. It also clarifies group and members' expectations, increases satisfaction with individual and group performance, and enhances members' self-confidence, pride, and willingness to accept future

TOOLBOX 11.1



Is Our Goal a Mission or a Vision?

What is the difference between a *goal*, a *mission*, and a *vision*? Our definition of group communication emphasizes the importance of establishing and working toward achieving a common *goal*. In Chapter 1, we define a **goal** as a group's purpose or objective. We note that without a common goal, groups would wonder: Why are we meeting? Why should we care or work hard? Where are we going? Thus, a goal embodies a worthwhile or important result that the group hopes to achieve. In one sense, a *mission* or *vision* may be viewed as an exalted word for a goal. Understanding how these terms are used can help clarify your group's goal and elevate its purpose.

- *Mission*. In business management literature, a **mission** expresses a group's ultimate goal *and* what the group must do to motivate its members to achieve that goal. Peter Drucker, a renowned business management expert, states that group members want to know what their group "is here for and how they can contribute." A mission, he notes, doesn't have to be fancy or snobby, but it has to be clear and

concrete, as in the mission of the Coca-Cola company: "Beat Pepsi."¹ In this chapter, the word *mission* is used to describe the overall and motivating goal established by a group.

- *Vision*. Whereas a mission describes what a group does, a **vision** describes a view of the future when the group has achieved its goal. Warren Bennis and Joan Goldsmith write that "a vision is a picture that can be seen with the mind's eye." They prefer the term *vision* because it "can be pictured—it has substance, form, and color."² In a general sense, vision statements are more inspiring and future-focused than mission statements. Bennis and Goldsmith contend that a successful vision engages your heart and spirit by tapping embedded concerns and needs.³

¹ Paul Cohen, "Peter F. Drucker: The Shape of Things to Come," in *Leader to Leader*, ed. Frances Hesselbein and Paul M. Cohen (San Francisco: Jossey-Bass, 1999), p. 118.

² Warren Bennis and Joan Goldsmith, *Learning to Lead: A Workbook on Becoming a Leader*, updated edition (Cambridge, MA: Perseus, 1997), p. 105.

³ Bennis and Goldsmith, p. 106.

challenges. Difficult or challenging goals can lead to greater effort and persistence than easy goals, assuming that a group accepts the difficult goals as worthwhile.⁷

Think of your own accomplishments. If you set out to earn a passing C in your courses, you may not work hard or feel proud of the results if you succeed. If, however, you strive for As, you will work harder, be proud of your work, and, if you succeed, enjoy the reward of achieving an enviable grade-point average.

Setting Motivating Goals

If your group is given what someone else thinks is a clear and elevated goal, group members may not be impressed or inspired. However, if your group is involved in developing a goal, the motivation of members to work for the achievement of that goal is heightened.⁸ This increase in motivation comes about because group-based goal setting produces a better match of member and group needs,

a better understanding of the group actions needed to achieve the goal, and a better appreciation of how individual members can contribute to group action. Moreover, when group members set the group's goals, the process can create a more interdependent, cooperative, and cohesive environment in which to work.⁹

Group goals should be both specific and challenging. Specific goals lead to higher performance than do generalized goals. For example, telling a group to “do your best” in choosing someone for a job is a generalized goal. A specific goal would be for the group to review the candidates for the job, recommend three top candidates, and include a list of each top candidate's strengths and weaknesses.

Think of the difference between a specific, challenging class assignment and one that is vague and undemanding. “Be prepared to discuss the questions at the end of the chapter” doesn't give you much direction, whereas “Choose one of the discussion questions at the end of the chapter, outline your answer with references to textbook content, and turn in your outline on Monday” gives both clear and (hopefully) thought-provoking directions.

Setting a clear and elevated goal benefits *every* group. You don't have to be a NASA scientist or a corporate executive to set impressive goals. Even if your only task is to participate in a graded classroom discussion, your group should take the time to develop a set of appropriate goals. For example, in many group communication classes, instructors require students to participate in a problem-solving discussion. The group usually chooses its topic, creates a discussion agenda, and demonstrates its preparation and group communication skills in class. This is nothing like “putting a man on the moon.” Yet, even a classroom discussion can be more effective if the group establishes a clear, elevated goal, such as “Our group and every member of it will earn an A on this assignment.” In order to achieve this goal, your group will have to do many things: Choose a meaningful discussion topic, prepare a useful agenda, research the topic thoroughly, make sure that every member is well prepared and ready to contribute, and demonstrate effective group communication skills during the discussion. A clear, elevated goal does more than set your sights on an outcome; it helps your group decide how to get there.

Regardless of the circumstances or the setting, your group will benefit by asking the following six questions about your goals:

1. *Clarity.* Is the goal clear, specific, and observable if achieved?
2. *Challenging.* Is the goal difficult, inspiring, and thought-provoking?
3. *Commitment.* Do members see the goal as meaningful, realistic, and attainable?
4. *Compatible.* Can both group and individual goals be achieved?
5. *Cooperative.* Does the goal require cooperation among group members?
6. *Cost.* Does the group have adequate resources, such as time and materials, to achieve the goal?¹⁰

Routine goals can be boring. Clear and elevated goals can be powerful motivators. When President John F. Kennedy declared that the United States would put a man on the moon and bring him back safely, no one doubted the magnificence of the challenge, even if they had reservations about whether it could be achieved.

MEMBER MOTIVATION

In Chapter 1, we introduce the engaged–disengaged group dialectic. In some situations, a group’s high-energy action is unstoppable because group members are extremely motivated and personally committed. At the other end of the dialectic spectrum, groups may have little enthusiasm for their work because they are not motivated or personally rewarded for it. In this chapter we focus on strategies for motivating group members, but we also recognize that, even in the most energetic groups, members may need to pause, recharge, and relax in order to see a project through.

The word *motivate* comes from a French word, *motif*, which means “causing to move.” Thus, if you motivate someone, you give that person a reason to act. When we use the term **motivation**, we refer to the reasons that move a person or group to do something. **Group motivation** provides the inspiration, incentives, and reasons that move group members to work together in order to achieve a common goal. Without motivation, we may know what needs to be done, and we may even have the skill to perform the work, but we lack the will and energy to do it. Motivation is the power that moves us to work in groups.

Group success depends on a unified commitment by *all* group members. Part of that commitment is “team spirit,” as well as a sense of loyalty and dedication.¹¹ Taking the time and effort to ensure that a group is highly motivated can mean the difference between its success and its failure.

What motivates you to work in groups? Will the same things that motivate *you* also motivate other group members? If there were universal motivators, group motivation would be easy. You could list all the motivators that work for you and then apply them to other members of the group. Unfortunately, that’s exactly what some leaders and groups do. And it doesn’t work. What works is a concerted effort to match motivators to members’ needs, personality types, and cultural differences.

Motivating by Meeting Needs

In Chapter 2, “Group Development,” we describe two psychological theories—Maslow’s Hierarchy of Needs and Schutz’s Fundamental Interpersonal Relationship Orientation. These theories help explain the variety of reasons why individuals join, stay in, and leave groups. Here we return to these theories as ways of understanding how to motivate individual group members.

Maslow's Hierarchy of Needs. The same needs that motivate us to join groups can also motivate us to achieve our group's shared goal. For the purpose of discussing motivation in groups, Maslow's five needs can be divided into two categories: satisfiers and motivators.

Satisfier (also called *deficiency needs*) include Maslow's most basic needs—physiological and safety needs. Many groups and the people who create those groups have the power to satisfy members' material needs—money for food and shelter, job security, health-care and life insurance benefits, and opportunities to advance in a career that will earn them even more money. Money can satisfy deficiency needs, but it will not necessarily motivate a person or group to work harder or better.

Motivators (also called *fulfillment needs*) include Maslow's higher-level needs—belongingness, esteem, and self-actualization needs. The ability of groups to satisfy belongingness needs is obvious. Group communication scholar Ernest Bormann describes many of these social functions:

The group furnishes refuge from loneliness. It provides members with friends and enemies, either within their own or within competing groups. Members gain a sense of belonging from the group. They learn to know other people and to find that they like and respect others.¹²

Groups can also motivate their members by satisfying esteem needs. When a group that you belong to succeeds, you may experience personal pride and gain esteem in the eyes of others. Effective group members often gain immense satisfaction from mastering difficult skills and completing ambitious projects. Group members with high achievement needs will set challenging but realistic goals. However, when esteem needs are not satisfied, members may feel inconsequential and lack self-worth.¹³ Psychologist Douglas Bernstein and his colleagues describe people with high achievement needs as follows:

They actively seek success, take risks when necessary, and are intensely satisfied with success. But if they feel they have tried their best, people with high achievement motivation are not too upset by failure. . . . They select tasks with clear outcomes, and they prefer feedback from a harsh but competent critic rather than from one who is friendlier but less competent.¹⁴

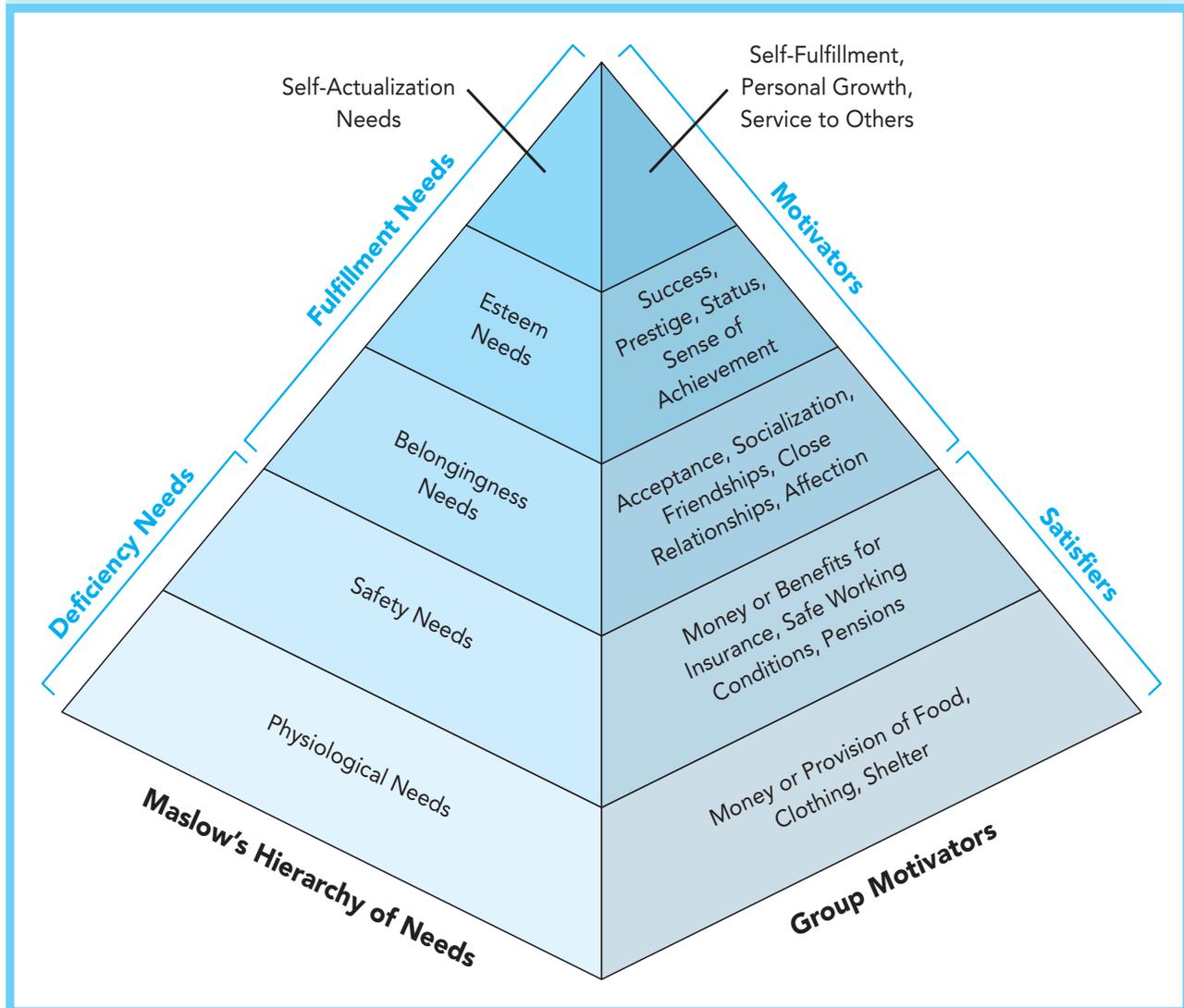
When members satisfy high achievement needs by working in groups, they are highly motivated. Some members, however, may not have high achievement needs; instead, they may be preoccupied with meeting other needs. For example, in collectivist cultures, success and member satisfaction are often derived from groupwork, not from individual achievement. In addition, gender differences in achievement motivation often appear at an early age. Research suggests that some women fear success because they feel that they may be seen as unfeminine or because they believe that their personal achievements may threaten their male colleagues.¹⁵ Effective groups understand, respect, and adapt to cultural and gender differences in member motivation.

In the best groups, members have opportunities for personal growth and self-actualization. Some of us are lucky enough to love the work we do. Ernest Bormann maintains that “the desire to do a good job, to make a contribution to other people, to feel that life has meaning over and above the satisfying of [basic] needs” can be met by groups. “If members do important and difficult tasks and see opportunities for additional training and competence, they can gratify some of their desire for self-actualization.”¹⁶ Figure 11.1 presents a view of Maslow’s Hierarchy of Needs that illustrates the connection between need satisfaction and group motivation.

Schutz’s Theory of Interpersonal Needs. Schutz’s theory does more than explain why members participate in groups. It also provides some of the tools needed to motivate individual group members.¹⁷ As we explain in Chapter 2, Schutz describes three interpersonal needs that affect why we work in groups.

FIGURE 11.1

Maslow’s Hierarchy of Needs



- *Need for inclusion:* The need to belong and be accepted
- *Need for control:* The need to take charge, direct, and have power
- *Need for affection:* The need to feel liked and have close personal relationships

Certainly a group can satisfy these individual needs. Just belonging to a group can satisfy inclusion needs. Developing friendships within a group can satisfy affection needs. Groups can provide leadership opportunities that satisfy control needs.

Schutz's theory also suggests ways to motivate individual members. If you know that some group members have unmet inclusion needs, invite them to participate more actively. Tell them how valuable they are to the group. Ask for their opinions, and listen carefully to their answers. If some group members have strong affection needs, spend time with them in nonwork settings. Be open with these members, and listen carefully when they talk. If you do, they will feel well liked and highly motivated. If some group members have high control needs, you don't have to appoint or elect them as leaders to satisfy those needs. You can make them chairs of subcommittees or see that they get special assignments in which they have full control over their work.

Expectancy-Value Theory. Expectancy-Value Theory contends that motivation results from a combination of individual needs and the value of the goals available in the environment. This theory stresses the idea that the probability of motivated behavior depends not only upon the value of the goal to the individual, but also upon the expectation of obtaining the goal.¹⁸ Thus, even when a goal is highly valued (becoming a Hollywood star, inventing the next computer operating system, captaining a spaceship), you may not be highly motivated to pursue that goal if your chance of reaching it is very small. If a group has a shared goal that everyone values, and if the chances of achieving that goal are good, group motivation should provide the level of commitment and energy needed to achieve it.

Expectancy-Value Theory claims that motivation is a function of three perceptions: expectancy, instrumentality, and valence.

- *Expectancy.* This measures the probability that effort will produce a desired outcome. (If I study harder than everyone else, I will learn more and know more.)
- *Instrumentality.* This measures whether achieving a desired result will result in a reward or benefit. (If I know more than anyone else in the class, I will earn an A.)
- *Valence.* This measures the value you place on the reward. (Do I really want an A? Is it worth the effort?)

If any of these three perceptions is missing, motivation will also be missing. For example, even if you have the time to study harder and you believe that

studying harder will earn you an A, you may not think that earning an A is worth the effort—and thus, you may not be motivated to study.¹⁹

In order to be motivated, group members must value the reward or possible outcome, believe that they have the skills or resources to achieve the outcome, and have reasonable expectations that their behavior will lead to a valued reward.²⁰ The following guidelines can help you use Expectancy-Value Theory principles to motivate group members:

- Make sure that group members understand and accept a realistic, but challenging group goal.
- Make sure that rewards are attainable and are sufficient to motivate group members.
- Recognize individual differences or preferences. For example, whereas one group member might be motivated by a risky or complex assignment, another may prefer routine tasks. In collectivist cultures, recognizing someone in front of the group could be insensitive and embarrassing.²¹

Motivating Diverse Personality Types

The Myers-Briggs Type Indicator[®] theory explains that every person has preferences of thought and behavior that can be divided into four categories, each with opposite preferences: extrovert or introvert, sensor or intuitive, thinker or feeler, and judger or perceiver. Each type responds to different motivators. Understanding the different personality types in a group can help you choose the most appropriate motivational strategies. Figure 11.2 provides a brief look at the many ways in which different personality types call for different approaches to motivation.²²

You can motivate both extroverts and introverts by providing all group members with meeting agendas well in advance. Introverts need the time to prepare materials and develop their thoughts in advance. Extroverts may need time to collect information that supports their already formed ideas.

Motivating sensors and intuitives requires respect. Sensors will remain motivated if they are allowed to share information and observations. Intuitives will remain motivated if their creative and big-picture ideas are given serious consideration by other group members. During a discussion, give sensors uninterrupted time to share relevant information. Then let the intuitives “loose” to use that information as a springboard for new ideas or innovative solutions.

Motivating thinkers and feelers requires a balance between task and social dimensions. Thinkers should be thanked for their analyses, but also reminded that logical decisions affect real people. Feelers should be given time to discuss personal perspectives, but also reminded that disagreements can help a group reach good, people-focused decisions.

Motivating both judgers and perceivers requires patience, skill, and balance. Judgers may see perceivers as flaky and undisciplined. Perceivers may see their

TOOLBOX 11.2



Motivating Culturally Diverse Members

What motivates you may not motivate the other members of your group, particularly if they come from diverse cultural backgrounds. In Chapter 3, we present six cultural dimensions, each of which has implications for group members' motivation. Here we suggest ways to adapt motivational strategies to culturally diverse members.

- *Individualism–Collectivism.* Individualistic members may need and seek public recognition and praise for personal achievement. A member with a collectivist perspective might be embarrassed by public praise and prefer being honored as a member of an outstanding group.
- *High power distance–low power distance.* Members from high-power-distance cultures value recognition by a leader and take pride in following instructions accurately and efficiently. Members from low-power-distance cultures prefer compliments from other group members and enjoy working in a more independent and collaborative environment.
- *High uncertainty avoidance–low uncertainty avoidance.* Members who avoid uncertainty and change are motivated when a group follows tried and true ways of doing things. Something that is new and different may frighten and even demotivate them. Members with low uncertainty avoidance view uncertainty and change as stimulating and energizing. What is new and different is motivating.¹
- *Masculine–feminine.* Members—both male and female—with a masculine perspective are motivated by competitive goals, opportunities for leadership, and tasks that require assertive behavior. Members with more feminine values may be extremely effective and supportive of group goals but have difficulty achieving a real voice or influence in the group. Such members may be motivated by taking on group maintenance roles, such as encourager-supporter, harmonizer, compromiser, or tension releaser.
- *High context–low context.* Group members from high-context cultures do not need to hear someone praise their work—they are highly skilled at detecting admiration and approval because they are more sensitive to nonverbal cues. Members from low-context cultures often complain that they never receive praise or rewards when, in fact, they are highly respected and valued by others. Low-context members need to hear words of praise and receive tangible rewards.
- *Monochronic–polychronic.* Members from monochronic cultures take pride in and are motivated by groups that concentrate their energies on a specific task and meet deadlines. Members from polychronic cultures often find the single-mindedness of monochronic members stifling rather than motivating. Giving polychronic members the opportunity to work on multiple tasks with flexible deadlines can motivate them to work more effectively.

¹ Lee Gardenswartz and Anita Rowe, *Diverse Teams at Work: Capitalizing on the Power of Diversity* (New York: McGraw-Hill, 1994), p. 133.

judging colleagues as rigid and intolerant. Neither type deserves such harsh labels. Both types take their responsibilities seriously and will get a job done. You can motivate judgers by assuring them that a decision will be made and will include a detailed implementation plan. You can motivate perceivers by assuring them that they will be given opportunities to reconsider decisions and make midcourse adjustments if needed.

FIGURE 11.2 Personality Type and Motivation

Personality Type	Type-Based Beliefs About Groups	Type-Based Motivational Strategies
Extrovert	Groups get work done and create useful relationships.	<ol style="list-style-type: none"> 1. Encourage interaction. 2. Allow time for “talking out” ideas. 3. Provide frequent feedback.
Introvert	Groups can waste time, make decisions too quickly, and create more work.	<ol style="list-style-type: none"> 1. Set clear and valued goals. 2. Provide thinking time before and during discussions. 3. Provide opportunities to speak.
Sensor	Groups need to gather and use facts but often get bogged down in vague and unrealistic discussions.	<ol style="list-style-type: none"> 1. Set realistic goals. 2. Keep meetings short and relevant. 3. Request real, practical information. 4. Make sure decisions are made.
Intuitive	Groups uncover possibilities and can make inspired decisions.	<ol style="list-style-type: none"> 1. Develop an engaging goal. 2. Encourage visioning and creativity. 3. Encourage brainstorming.
Thinker	Groups must test ideas and possible solutions if they want to make good decisions.	<ol style="list-style-type: none"> 1. Focus on task dispassionately. 2. Encourage debate on substantive issues. 3. Encourage logical decision making.
Feeler	Groups provide opportunities for cooperation and growth.	<ol style="list-style-type: none"> 1. Discuss impact of decisions on people. 2. Encourage cooperation and harmony. 3. Recognize members’ contributions.
Judger	Groups get the task done when they’re structured and task-focused.	<ol style="list-style-type: none"> 1. Encourage closure on issues. 2. Provide an agenda and deadlines. 3. Set standards and expectations.
Perceiver	Groups examine possibilities during the discussion process.	<ol style="list-style-type: none"> 1. Focus on a variety of alternatives. 2. Keep the time frame open. 3. Let a decision gradually emerge from discussion.

GROUP MOTIVATION

In addition to theories on how to motivate individual group members, there are theories, methods, and tools for motivating groups as a whole. In *Intrinsic Motivation at Work*, Kenneth Thomas describes four categories of motivators needed to energize and reinforce an entire group.

- *A sense of meaningfulness*—the feeling that the group is pursuing a worthy task
- *A sense of choice*—the feeling that the group has the power and ability to make judgments about doing the task
- *A sense of competence*—the feeling that you are doing good, high-quality work on the task
- *A sense of progress*—the feeling that you are accomplishing something²³

A Sense of Meaningfulness

Groups are more likely to find a goal meaningful and, as a result, be motivated if their members believe that the goal can be achieved through their efforts. Members also need to receive feedback that lets them know immediately whether their efforts are contributing to the group's goal.²⁴ In short, and as Expectancy-Value Theory suggests, highly motivated groups believe that the job is worth doing *and* that they are capable of getting it done.²⁵

Whether your group is setting out to climb Mt. Everest, planning a homecoming rally, or establishing a new product line, your goal should be clear and should be supported by every member of the group. History teaches us that

What factors motivate Habitat for Humanity volunteers to donate their free time and effort?
(© Sonda Dawes/
The Image Works)



groups will expend enormous amounts of energy in pursuit of a worthy goal. People have guarded secrets, endured hardships, worked tirelessly, and fought and died for causes when they believed that those causes were worthwhile. The point is this: Group members must be committed to a shared goal before they can be motivated to support it.²⁶ You can help promote a sense of meaningfulness in your group by

- Expressing enthusiasm; don't be cynical about the group's work
- Learning what motivates you as an individual and what motivates the other members of the group
- Understanding what the group is capable of accomplishing and discussing those capabilities with your group
- Volunteering for group tasks that interest you

Motivated members believe that the group's work is meaningful. They become even more motivated when they have the power to influence their own work. No one likes being micromanaged. A sense of meaningfulness is especially important in volunteer groups. Here's what one student wrote after participating in a service-learning project with members of his class:

This project went well because the cause was such a great one; everyone was willing to work equally hard on it, despite his or her busy schedule. There were a few times when some were more motivated than others were, but when it came time to actually collect the canned foods, our group jelled so solidly that it became one of the great experiences that some only dream about. We felt purposeful and became satisfied with each other and with ourselves; we were extremely proud of our group and individual efforts.

A Sense of Choice

In addition to sharing a worthy goal, motivated groups develop a structured plan for getting to that goal. They engage in critical thinking and choose agreed-upon strategies for achieving their goal. Every member knows what she or he is expected to do. Members communicate frequently in an effort to share information, discuss issues, and make decisions.²⁷ Throughout this textbook, we have offered theories, methods, and tools for helping a group achieve its goal. Whether they are working with a theory of conflict resolution, a method of solving problems, or tools for increasing participation, highly motivated teams select appropriate strategies for achieving worthwhile and attainable goals. You can help promote a sense of choice within your group by

- Letting members make decisions about how the group does its work
- Demonstrating that the group can exercise authority responsibly
- Accepting the inevitability of making mistakes when exploring innovative approaches

TOOLBOX 11.3



Dealing with Apathy

Apathy is the most visible symptom of an unmotivated group. **Apathy** is the indifference that occurs when members do not consider the group or its goal important, interesting, or inspiring. Intrinsic motivators—meaningfulness, choice, competence, and progress—are minimal or missing. As Expectancy-Value Theory predicts, members exhibit signs of apathy when their personal needs and expectations are not met. If your best ideas are blocked or if too much time is taken up with the demands of self-centered recognition seekers or with what seem to be meaningless tasks, you can easily become turned off. If you experience high levels of communication apprehension, you may feel more comfortable playing a passive role rather than an active one. If it appears that a worthy goal cannot be reached or requires an unreasonable expenditure of your valuable time and energy, it can be easier to disengage than to tackle a seemingly impossible task.

Finding a cure for group or member apathy depends on correctly diagnosing its cause. If a group's goal does not meet members' expectations,

spend time reexamining the goal itself. Does the goal meet member and group needs? Is the goal meaningful, inspiring, visionary? Is there a reasonable plan for achieving the goal? Is the group capable of achieving it?

Assigning appropriate tasks to group members is a second strategy that can decrease apathy. Often members are unsure of how they can contribute. Assigning specific responsibilities and tasks to members based on their needs, interests, and skills can increase their commitment to and involvement in the group. Apathetic members may not necessarily be uninterested or lazy; they may be intimidated or frustrated. Help them by finding something that they are ready, willing, and able to do.

Sometimes confronting apathy head-on is the only way to deal with apathetic members or an apathetic group. Bring up the issue and talk about it. For example, asking an entire group why it seems bogged down or talking privately with an apathetic member can uncover causes and generate solutions.

- Seeking and taking advantage of new opportunities
- Becoming well informed about the group's work

When group members have the power to make decisions, they are motivated by a greater sense of personal control and responsibility.

A Sense of Competence

Once a group has a clear goal and has selected strategies for achieving that goal, a third motivating element should be addressed: Are members ready, willing, and able to perform the tasks necessary to achieve the goal? Does your group have the expertise needed to achieve the goal? If not, how can the group recruit or secure the experts needed to implement its well-informed decisions? If group discussions are disorganized, is there someone who can function as a facilitator, procedural technician, or gatekeeper? If enthusiasm is flagging, will someone assume

the role of energizer or encourager-supporter? If conflict among some members begins to erode motivation, can other group members function as harmonizers, compromisers, and tension releasers?

Group members who feel incapable of adequately performing the tasks required in the group may become overwhelmed and feel defeated before they begin. You can help promote a sense of competence within your group by

- Encouraging everyone to seek the information needed to complete the group's tasks
- Providing constructive feedback to group members and listening to feedback from others
- Recognizing rather than minimizing the value of your skills
- Complimenting other group members' abilities and achievements
- Setting high standards for yourself and others

Group members can create a sense of competence by recognizing one another's abilities and contributions. Groups that feel confident about the value of their abilities will be motivated to put their skills to work.

A Sense of Progress

"How are we doing?" is an important question for all groups. It's difficult for members to stay motivated throughout the life of a group if they do not have any notion of whether the group is making progress toward its goal. A well-chosen, structured goal should be measurable. Motivated groups "create good, objective measurements that people can relate to their specific behavior."²⁸ In the upcoming section on assessment and feedback, we offer ways of measuring a group's effectiveness and progress.

Groups must feel a sense of progress in order to be motivated to continue their work. Official employee performance evaluations rarely provide a group with a sense of progress. Instead, you and your group can provide a sense of progress by

- Developing a group method of tracking and measuring progress
- Looking for collaborative ways to resolve group difficulties
- Recognizing and celebrating group accomplishments
- Monitoring and, if needed, finding ways to sustain group motivation at various points in the work process

The realization that the group is making progress motivates members to pursue the group's goal with persistence. Although leaders and managers should accept the challenge of creating environments that promote highly motivated teams, the most successful groups take responsibility for motivating themselves.

GROUPTECH



Motivation in Virtual Groups

Motivating “real” groups is complicated and challenging. Motivating virtual groups doubles the complications and the challenges. Group members who are new to virtual interaction may struggle with new technologies, new behaviors, and new work relationships. Yet, as we indicate in Chapter 6, “Listening in Groups,” some group members communicate more confidently and effectively in virtual groups, while others find involvement in virtual groups either intimidating or an easy way to avoid participating. For example, in a teleconference, you can engage a speakerphone and do other work while half-listening to a less-than-exciting discussion. By making an occasional supportive comment, you may sound as though you’re involved in the interaction, even though your attention is a million miles away. In computer-mediated discussions—whether synchronous or asynchronous—you can ignore comments made by other group members, withhold your own comments, or not respond at all. When other group members aren’t present and looking at you, you can easily disengage and disappear with impunity. If members aren’t motivated, a virtual group cannot expect to achieve its shared goal.

Here we offer several methods and tools designed to make working in virtual groups a rewarding and motivating experience:¹

- If possible, schedule a face-to-face orientation meeting with all members of the virtual group—even if it means spending time and money. Use the orientation meeting to agree upon or to clarify the group’s goal, to develop mutual respect and trust, to explain how and when technology will be used, to agree upon norms for interaction, and to build a motivated team.
- Provide a detailed agenda well in advance of a scheduled virtual meeting, along with any resources and online documents needed to prepare for the meeting.
- Make a special effort to adapt to members’ needs, personality preferences, and cultural differences. Do members who prefer to focus on facts become lost in wide-ranging online discussions? Are members given enough time to think about information before being asked to comment or make decisions? Are nonnative speakers given enough time to listen, read, and respond?
- Make sure that everyone contributes. Go “around the room” virtually. Ask each person for his or her opinion. Assign specific tasks and/or roles to group members to stimulate interaction and motivation.
- Use technology such as group editing, collaborative writing, bulletin boards, and online voting to obtain “buy-in” from everyone. If someone isn’t giving verbal or written responses, ask that person for an opinion, a piece of information, or an action.
- Structure the meeting so that members can come in and out of it according to their need to obtain information or offer input. Don’t make members endure prolonged discussions that have little or nothing to do with their interests or talents unless there is a genuine need for everyone to know and respond to the information being presented.
- Allow members to develop and nurture “virtual” friendships, inject a bit of humor and fun into meetings, and keep the group focused on its shared, valued, and achievable goal.

¹ D. L. Duarte and N. T. Snyder, *Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed*, 2nd ed. (San Francisco: Jossey-Bass, 2001), pp. 172–174.

ASSESSMENT AND FEEDBACK

How do you know whether your group is both motivated and making progress? At times, a highly motivated group may do a job enthusiastically but still not achieve its goal. Groups need regular assessment and constructive feedback to determine whether they are doing good work and making progress.

The Role of Assessment

Assessment is a mechanism for monitoring group progress and a way of determining whether a group has achieved its goals. Rather than viewing assessment negatively as an evaluation system designed to determine or withhold group rewards, members can use assessment to answer questions about how well the group is doing and how it can improve its performance.

Regardless of whether you are evaluating a group of community volunteers or a management team in a multinational corporation, assessment can serve a variety of purposes:²⁹

- To motivate work performance
- To inform individual members about their job performances
- To clarify the job to be done
- To encourage increased competence and growth
- To enhance and improve communication
- To correct problems
- To encourage responsibility

Throughout this textbook, we include assessment instruments at the end of every chapter. Many of these instruments measure variables related to group motivation. Figure 11.3 summarizes selected instruments that can be used to assess various aspects of group motivation.

Assessment instruments can help determine how well a group is progressing toward its goal and whether interpersonal or procedural problems are impeding its effectiveness. Using assessment instruments, however, is not the only way in which a group can determine whether it is making progress. Face-to-face discussions about a group's progress can be just as effective.

The Role of Feedback

Group and member motivation can increase productivity and member satisfaction when a group receives useful feedback about its progress. In *Encouraging the Heart*, James Kouzes and Barry Posner note, “Goals without feedback, and feedback without goals, have little effect on motivation.”³⁰ Feedback “requires us to get close to people, show that we care about them, and demonstrate that we are

FIGURE 11.3 Group Assessment Instruments

Chapter	Instrument	Types of Motivational Assessment
CHAPTER 1	Essential Group Elements	Assesses the extent to which a group has the five basic elements needed to work efficiently and effectively in groups.
CHAPTER 2	Group Attraction Survey	Assesses the motivation of members to join and stay in a group.
CHAPTER 5	Auditing Team Talk	Assesses the extent to which members engage in productive team talk.
CHAPTER 7	Ross-DeWine Conflict Management Message Style Instrument	Assesses group members' message style during conflict situations.
CHAPTER 9	Problem-Solving Competencies	Assesses the extent to which a group and its members perform essential problem-solving competencies.
CHAPTER 10	Argumentativeness Scale	Assesses how group members' levels of argumentativeness can affect group productivity and member satisfaction.
CHAPTER 12	Post-Meeting Reaction (PMR) Form	Assesses how well a group conducts its meetings.
CHAPTER 14	Virtual Meeting Rating Scale	Assesses how well a group conducts three types of virtual meetings.

interested in others.”³¹ Constructive feedback serves two purposes: It encourages groups and provides evidence of their progress.

Feedback can motivate or discourage a group, depending on the way in which it is presented. Feedback can be controlling or informative. **Controlling feedback** tells people what to do, whereas **informative feedback** tells people how they are doing. Although both forms of feedback can be positive or negative, informative feedback works much better.³² For example, a manager who reminds group members that their performance evaluations will affect their job security is providing controlling feedback. In effect, the manager is saying, “If you don’t do better, you may lose your job.” Controlling feedback can also be stated in positive terms: “If you continue to make such good progress, you may earn a bonus.” Even so, controlling feedback, whether negative or positive, imposes a leader’s or outside authority’s will on the group instead of tapping factors that intrinsically motivate group members.

Informative feedback is any feedback that tells a group how well it's doing and to what extent it's achieving the group's goal.³³ Whereas controlling feedback emphasizes the power to reward or punish performance, informative feedback focuses on the group's work and how further progress can be achieved.

Using "It" Statements. You can learn to provide constructive, informative feedback by giving up "you" statements, which imply "You messed up" or "You failed." Instead, provide feedback using "it" statements. "You" statements suggest a personal opinion about a person or the members of a group, while "it" statements talk about how the group is working and progressing, not about how members are doing or what you feel about them.³⁴ Which of the following statements would you rather hear: "You're way behind schedule," or "It seems as though the group will miss its deadline"? The following guidelines can help you use "it" statements to provide informative feedback.

- "It" statements avoid using the word *you* when describing individual or group behavior.
- "It" statements focus on the task rather than on individual group members.
- "It" statements are based on objective information about the group's work.
- "It" statements answer the question "How is *it* going?" rather than "How am *I* doing?"³⁵

Certainly group members can benefit from individual feedback regarding their behavior. Informative feedback, however, has the advantage of motivating the group as a whole because it focuses on the group's goal rather than on individuals.

Using Reprimands. Sometimes positive and informative feedback fails to motivate group members or to correct a problem. Rather than punishing a group or an individual member, you may want to consider using a reprimand. **Reprimands** are not punishments; they are a form of feedback that identifies work-related problems or deficiencies. Think of it this way: A reprimand is similar to a driver's warning ticket. Before reprimanding a group member or a group as a whole, be sure that you can answer the following questions:³⁶

- Are you certain that you have all the facts concerning the situation?
- Has the group or member been reprimanded previously for the same problem?
- Are group members aware of the rules or standards that have been violated?
- Will the reprimand benefit the group or be counterproductive?
- Were other groups or group members involved in the incident?
- Was the infraction intentional, an honest mistake, or a matter beyond the member's or group's control?
- Was this a personal problem or a group-based problem?

Depending on how you answer these questions, you may discover that a reprimand is not necessary or that it must be used as the first step toward correcting a serious problem. If a reprimand is appropriate, make sure that you follow the guidelines for constructive feedback. Your comments should be informative and should be phrased as “it” statements rather than as “you” statements. Most important of all, ensure that the reprimand is fair and impersonal. Regardless of the infraction, you should make it perfectly clear that the reprimand involves something a member *did*, not who the member *is*.

REWARDS AND PUNISHMENT

Rewards and motivation are not the same thing. A **reward** is something that is given or received in recompense for some service or worthy behavior. Rewards are bestowed when a group progresses toward or achieves its shared goal. Certainly, the *prospect* of receiving a reward can motivate individual group members and the group as a whole. However, in many cases, motivation may have little or nothing to do with external rewards.

Extrinsic and Intrinsic Rewards

Why do you go to work? One obvious answer is that you work to earn money. The money you earn allows you to live comfortably and securely. If you earn a lot of money, you can live a luxurious life. There’s a second answer to this question, though. Many of us work because we like what we do, get satisfaction from

TOOLBOX 11.4



The Power to Reward

Power is the ability or authority to influence and motivate others. Chapter 8, “Group Leadership,” discusses the various sources of a leader’s power: reward power, coercive power, legitimate power, expert power, and referent power. A leader may use one or more of these sources of power to motivate a group to complete a goal. A leader may reward members for their good work or punish them for not performing well. However, leaders who think that they can rely on rewards to motivate group members may be in for a rude awakening. The group, not the leader, must see the reward as appropriate and worthwhile.

A leader with legitimate power can order groups to perform tasks but may not be able to rely on the team to accept those tasks with dedication and enthusiasm. Leaders with referent and expert power can motivate many groups. In such cases, the leader is either a role model for the group or an expert and has earned the admiration of other members. When coercive power is used to punish, discipline, demote, or dismiss group members, groups may do nothing more than work hard to “keep out of trouble.”

our accomplishments, and enjoy the company and friendship of colleagues. These two answers represent the extrinsic and intrinsic rewards for working.

Extrinsic rewards come from the “external environment in which we live.”³⁷ They include both the money we earn and the benefits and perks that come with the job. Most extrinsic rewards don’t come from groups; they are doled out by supervisors to ensure that work is done and that rules are followed. Money and work benefits are extrinsic rewards that satisfy our most basic needs—physiological and safety needs. Depending on the size of the extrinsic rewards, they can even satisfy esteem needs. Extrinsic rewards, however, do not motivate groups to work together in pursuit of a shared goal. They do not appeal to members’ passions, nor do they demand much of members’ collective intelligence and expertise.³⁸

In the opinion of many researchers and human relations managers, we put too much emphasis on extrinsic rewards and not enough emphasis on their counterpart—intrinsic rewards. R. Brayton Bowen gives us a broad definition of intrinsic rewards. An **intrinsic reward**, he writes, is “anything that is satisfying and energizing in itself.”³⁹ Completing a challenging project that encouraged personal growth can provide intrinsic rewards. So can participating in a retreat with respected colleagues or representing your organization at a professional or public event. In most groups, intrinsic rewards have more power than do extrinsic rewards.

The research on employee effectiveness emphasizes the power of intrinsic rewards. One survey examining employee turnover found that the chief reason people give for leaving a job has nothing to do with salaries and benefits. When asked why they are leaving, the need for praise and recognition rises to the top. Employees rate “the ability to recognize and acknowledge the contributions of others as the skill their managers need to develop.”⁴⁰ In *Recognizing and Rewarding Employees*, Bowen describes motivation as an “inside” job—no one can make you do something against your will. The decision to act is yours. Bowen also notes that “you can’t buy motivation. It has to come from within.”⁴¹

How, then, do you reward an individual or a group? It’s not a simple process or decision. Rewards must be attractive to group members.⁴² Thus, a person who is given a bonus of \$500 when she is expecting \$5,000 may greet the reward with disgust and anger. A person who is rewarded with the prestigious assignment of chairing a major work team may not be grateful for the assignment if his archenemies are appointed to the group he must lead. Given that most of us enjoy receiving rewards and sincere appreciation from others, groups face the challenge of finding the right rewards and reward system for the right reasons.⁴³

Rewards are meaningless and even resented if “who you know” is more important in determining them than the quantity and quality of the work you do. At the same time, rewards are just as meaningless and resented when everyone receives the same rewards—both those who deserve them and those who don’t. Rewards are something given for worthy behavior. They should be determined fairly if they are expected to keep groups and their members motivated.

Objective Rewards

Effective rewards reflect well-conceived, objective criteria. Four criteria should be considered when developing a reward system for groups: The rewards should be fair, equitable, competitive, and appropriate.⁴⁴

Fair. The reward should be fair given the effort and risk; more work and more risk deserve more rewards. A person who exerts little effort and takes few risks should not receive the same reward as the most productive, risk-taking member. Because we don't like to disappoint or upset group members, we often extend rewards to everyone when, in fact, only a few members did most of the work responsible for the group's success. Fairness requires us to give rewards to those who have earned them.

Equitable. The reward system should be equitable for all; everyone should have an equal opportunity to receive rewards. If the group's leader is the only one who receives a reward for the group's performance, members will lose their motivation. If each member is not given an equal opportunity to earn rewards, group morale may deteriorate. The group may become less productive or, even worse, counterproductive. Being equitable does not mean giving rewards to everyone. Being equitable means giving everyone an equal opportunity to earn rewards.

Competitive. The rewards should be competitive and similar to the rewards given to others who do the same kind of work; intergroup competition should be fair and based on objective standards. If your group achieves the same goal as another group, the reward should be the same. If the group next door earns an all-expenses-paid vacation to a fancy resort and your group gets a \$50 Wal-Mart coupon, the reward system will not work.

Appropriate. The rewards should be appropriate for the achievement. A simple thank-you note for a job well done may be an appropriate reward for a simple task. A thank-you note will not work if the task was complex, difficult, stressful, and critical to the success of a company or organization. Think of it this way: What potential reward would you offer as a pretask motivator: "If you finish this eighteen-month project on time, I'll send you a thank-you note," or "If you finish this eighteen-month project on time, I'll make sure that each of you receives a bonus that equals 10 percent of your salary"?

Effective Rewards

Rewards range from taking the time to shake a colleague's hand to offering valuable stock options. The list of potential rewards is almost endless, given the many different ways in which you can compensate or show your appreciation to fellow group members.⁴⁵ However, rewards may not accomplish anything if

they are not fair, equitable, competitive, and appropriate. Moreover, a reward that satisfies one group member or group may be meaningless to another. Just like motivators, rewards should be selected to match member and group needs.

Here we've divided rewards into two forms: personal recognition and material compensation. No matter what rewards you use, make sure that they are meaningful and appropriate for the individual or group that you are rewarding.

Personal Recognition. Most of us crave recognition for a job well done. Unfortunately, few of us receive the encouragement we need. One study found that about 40 percent of North American workers report that they *never* get recognized for outstanding individual performance.⁴⁶

Individual members and groups as a whole want and need recognition. The following suggestions are only a few of the many ways in which you can reward a team and its members:

- Letters of praise, thanks, and recognition
- Public recognition at a major event or meeting
- Individual and group awards for achievement
- Public display of a group's product or accomplishment
- Video or newsletter articles about the group and its achievements
- A personal visit or meeting with top management
- Giveaway rewards such as team T-shirts, pen sets, or achievement pins
- Public signs announcing group achievement, such as "Team of the Month"
- A prize for group achievement, such as "Most Valuable Team Member," "Best Team Spirit," or "Best Customer Service"
- Appointment as a representative to a top-management task force or committee
- Recognition luncheon or dinner
- Time or days off
- Special party for all group members

All of these suggestions celebrate individual and group achievements. In their book *Corporate Celebration*, Terrence Deal and M. K. Key argue that "celebration is an integral element of culture, and . . . provides the symbolic adhesive that welds a community together."⁴⁷ In one study, researchers found that high-performing groups participated in a wide variety and frequency of celebratory events where recognition and appreciation were expressed.⁴⁸ Take time to celebrate. It's fun, and it can help motivate your group to new heights of achievement.

TOOLBOX 11.5



The Reward of Affection

What quality separates highly effective, best-performing leaders from less effective leaders? A study conducted by the Center for Creative Leadership found that a high score on Schutz's affection scale was the one and only factor differentiating top managers from those rated as least effective. "Contrary to the myth of the cold-hearted boss who cares very little about people's feelings, the highest-performing managers show more warmth and fondness towards others than do the bottom 25 percent."¹

James Kouzes and Barry Posner put it this way: We all really do want to be loved.² Very few of us doubt the importance of this need in our most personal relationships. Then why should we doubt it with regard to our relationships in

groups? When we believe that our colleagues like us, we feel better about ourselves. We also look forward to working with people who like us. Sharing your affection with other group members is not about hugging, dating, or intimacy. Sharing your affection involves a willingness to be open with other group members—to share your feelings with them. At the same time, we recognize that expressing affection must be balanced with task-focused work. Rewards that appeal to both the head and the heart can make a significant contribution to group motivation and productivity.

¹ James M. Kouzes and Barry Z. Posner, *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others* (San Francisco: Jossey-Bass, 1999), p. 9.

² Kouzes and Posner, p. 11.

Material Compensation. Personal recognition and affection serve as intrinsic rewards, but most employers provide extrinsic rewards as well. These rewards take the form of material compensation for a job well done. Some of these rewards are costly, whereas others need only limited resources to implement. Here are some examples:

- Salary bonuses
- Promotions
- Larger and better-equipped offices
- Paid attendance at professional seminars and meetings
- Funds for special supplies, software, books, or subscriptions
- A group "retreat" devoted to anything but work
- Office parties with award presentations
- Lunch or dinner with staff and spouses
- Mini-bonuses for reaching interim milestones
- Improved working conditions (furniture, lighting, décor)
- Tickets to theater and sporting events

- Cell phone
- Home computer, printer, or email service

Many companies offer special perks to high-achieving individuals and teams. We extend our list of forms of material compensation by offering a “perk buffet.”⁴⁹

- Memberships in professional associations
- Company car
- Free subscriptions to professional and technical journals
- Exclusive membership in social, business, or country clubs
- Free coffee, snacks, or meals
- Free child care
- Subsidized transportation
- A reserved parking place
- Free tuition and scholarships
- Flextime

Always keep in mind that a group member’s needs have a significant impact on the extent to which material rewards can motivate that person’s behavior. For example, a new parent may value free child care more than membership in a country club. An individual may feel that working with friends is more important than working in a highly competitive, work-obsessed group.

The Role of Punishment

So far, we have not discussed the use of punishment as a motivational tool—and for a good reason: Punishment does not motivate. In fact, it *demotivates*. If the threat and use of punishment were effective ways to motivate people to behave properly and to do their jobs, our prison population would be low, students would never break rules, and parents would merely have to threaten punishment to transform unruly kids into perfect angels.

Punishment is the opposite of motivation. When group members are punished (denied advancement, recognition, resources, perks, and so on), they may spend more of their energy complaining, getting even, pursuing outside interests, or even sabotaging the work of others. The world’s great animal trainers use positive reinforcement, not whippings and denials. Our human colleagues deserve the same humane treatment.

There are some situations, however, in which a group member—despite multiple constructive feedback sessions and reprimands—is so disruptive or non-productive that the group would be much better off without that person. Also,

when a serious rule has been broken, this cannot be overlooked or minimized. In such cases, the exclusion of a member from the group may be the “punishment that fits the crime.” For example, John Sortino, the founder of the Vermont Teddy Bear Company, posts only three rules, but they are strictly enforced: No stealing, no lying, and all employees must follow the laws regarding discrimination, sexual harassment, and so forth. If a worker breaks one of these rules, that person is out of a job.⁵⁰

When students are selected to work as interns at Walt Disney World, they are greeted with three no-exceptions rules: (1) You cannot miss more than a specified number of mandatory training sessions, (2) a person of the opposite sex may not be in your Disney apartment after a specified hour at night, and (3) you may not use illegal drugs. Interns who break any of these rules are sent home immediately.

The three rules at the Vermont Teddy Bear Company and at Walt Disney World set expectations and standards, but they do not motivate. All workers know that crossing these lines of behavior will result in the ultimate punishment: immediate dismissal.

ETHICAL GROUPS



Using Power and Punishment

The decision to punish a group member has ethical consequences. Punishing a member is unethical if it is done to suppress differences of opinion or penalize opponents. A group is behaving unethically if it refuses to listen to, understand, and respect other members before judging and punishing them. Ethical groups promote a communication climate of caring and mutual understanding that respects the unique needs and characteristics of individual communicators rather than punishing or excluding members who are different or disagreeable.

If you and your group decide that someone deserves to be punished, the punishment should be predictable (everyone should know the rules/expectations), immediate (applied as soon as possible after notice of the violation), consistent (applied equally to all), and

impersonal.¹ The following short checklist may help you apply these four standards:

1. Make sure that everyone has the same understanding of the rules. Don't punish someone who is unaware of the group's norms and policies.
2. Make sure that the rules apply to everyone and are enforced equally.
3. Make sure that a policy is in place for dealing with those who violate the rules. Don't make up a policy and assign punishments as you go along.
4. Make sure that you enforce all the rules that you create—all the time. To not do so is to risk losing respect among group members.²

¹ Michael Ramundo with Susan Shelly, *The Complete Idiot's Guide to Motivating People* (Indianapolis, IN: Alpha Books, 2000), p. 187.

² Ramundo, p. 183.



BALANCING MISSION AND MOTIVATION

Not only is a motivated group more committed to achieving its goals, but its members also enjoy the experience of working together. Highly motivated groups create optimal group experiences for all members. An **optimal experience** is an experience “where people are totally caught up in what they are doing, wholly focused on it, and able to perform at a very high level with ease.”⁵¹ Groups that provide optimal experiences can be exhilarating. Creative thinking comes easily, and working on the task is pleasurable. Hard work is energizing rather than exhausting. Some group members may find the optimal experience so pleasurable that they see working in the group as preferable to relaxing or socializing.⁵²

To achieve this optimal level of motivation, groups must balance a number of factors. They must have a worthy mission that motivates both individual members and the group as a whole. They must use motivational strategies that appeal to the needs and personality types represented in the group. Assessments and rewards must be carefully balanced to ensure that evaluations are informative rather than controlling. Finally, although extrinsic rewards are common and useful, intrinsic rewards are often more powerful. Ultimately, members of motivated groups discover that working together in pursuit of a worthy goal is its own greatest reward.

GROUPWORK

Your Guiding Motive

Goals

- To identify the major intrinsic factors that motivate group members
- To demonstrate the diversity of motivators within a single group

Participants: Groups of five to seven members

Procedure

1. Each class member should have seven blank index cards. Write each of the following six categories on a different card: Achievement, Recognition, Work Itself, Responsibility, Advancement, and Personal Growth.
2. Consult the Guiding Motives Information Sheet.
3. If you believe that you are motivated by something other than these six guiding motives, write your additional motive on the seventh index card, along with a few words explaining the motive's unique qualities.
4. Think about the six or seven guiding motives, and discard the three that are least important to you. Then think about the remaining motives and discard another one or two, so that you are left with only two motive cards.

5. Form groups of five to seven members. Each member of the group should choose the less important of his or her final two cards and, one by one, answer the following questions:
 - Why is this motive important to you?
 - How does this motive affect your participation in groups?
 - How can groups use this motivator to motivate your behavior?
 - Do differences in motives reflect member diversity?
6. Do a second round in which members discuss their final and most important personal motives. Again, answer the previous four questions.
7. After all participants have discussed their most important motives, the group should discuss the following questions:
 - Which, if any, of the motives were most frequently chosen by group members?
 - How can the group enlist the most frequently chosen motives to enhance group productivity and member satisfaction?
 - If one or two members have unique motives, how can the group enlist these motives to enhance groupwork?
8. Depending on time availability, groups may share their top motives with the rest of the class and discuss similarities and differences.

Source: The motives on the Guiding Motives Information Sheet are derived from Herzberg's research. From "Groupwork: Your Guiding Motive" from *The Motivation to Work* by F. Herzberg, B. Mausner, and B. Snyderman. Copyright © 1993. Reprinted by permission of Transaction Publishers.

Guiding Motives Information Sheet

Achievement

Contributions to goals

Abilities and skills

Self-created, personal goals

Knowledge and expertise

High standards for work

Recognition

Regular, constructive feedback

Awards and celebrations

Salary increases and bonuses

Praise for accomplishments

Status and job titles

The Work Itself

Challenging and interesting work

Freedom to work in your own way

Clear, relevant, and worthy goals

Involvement in group decisions

Measurable standards of performance/improvement

Responsibility

Authority to act

Less supervision

Trust in your ability and loyalty

Involvement in planning

Access to information and experts

Advancement

Leadership assignments
 Promotion
 Management responsibilities

Job prestige and status
 Career plans and objectives

Personal Growth

Self-knowledge
 Long-term personal goals
 Creativity and invention

Continuous learning and improvement
 Personal confidence

Additional Category:

GROUPASSESSMENT

Group Motivation Inventory

Directions. This instrument can be used to measure the motivation level of a group of which you are currently a member or in which you have worked in the past. Complete the instrument on your own. Use the following scale to assign a number to each statement:

- (5) strongly agree
- (4) agree
- (3) neutral
- (2) disagree
- (1) strongly disagree

- _____ 1. I work very hard in my group.
- _____ 2. I work harder in this group than I do in most other groups.
- _____ 3. Other members work very hard in this group.
- _____ 4. I am willing to spend extra time on group projects.
- _____ 5. I try to attend all group meetings.
- _____ 6. Other members regularly attend group meetings.
- _____ 7. I often lose track of time when I'm working in this group.
- _____ 8. Group members don't seem to mind working long hours on our project.
- _____ 9. When I am working with this group, I am focused on our work.
- _____ 10. I look forward to working with the members of my group.
- _____ 11. I enjoy working with group members.

- _____ 12. Group members enjoy working with one another.
- _____ 13. I am doing an excellent job in my group.
- _____ 14. I am doing better work in this group than I have done in other groups.
- _____ 15. The other members are making excellent contributions to this group.
- _____ 16. I am willing to do whatever this group needs in order to achieve our goal.
- _____ 17. I trust the members of my group.
- _____ 18. The other group members are willing to take on extra work.
- _____ 19. I am proud of the work my group is doing.
- _____ 20. I understand the importance of our group's work.
- _____ 21. Everyone is committed to successfully achieving our goal.
- _____ 22. I am proud of the contributions I have made to this group.
- _____ 23. This group appreciates my work.
- _____ 24. I am proud to be a member of this group.
- _____ 25. This group really works well together.

Scoring and Interpretation: Add your ratings for all of the statements. A score below 75 indicates a low level of group motivation. Scores between 76 and 99 represent a moderate level of motivation. Any score above 100 suggests that the group is highly motivated. Compare your score to those of other members of your group. You may discover that you share similar feelings about your group and its tasks.

If all the members of the group are highly motivated, the group can proceed and expect positive results. Otherwise, the group should discuss why some members are more motivated than others. Is there disagreement about the goals of the group, the way the task is structured, or the expectations of members? Are some members doing most of the interesting work, while others are relegated to routine assignments? Do some members feel left out or ignored?

If most group members lack motivation, the group may need to discuss its reason for being. Has the group been assigned a task but not given clear directions or a justification for doing the assignment? Is the task too difficult or too complex for the group to handle? Are the expectations unclear or unreasonable? Are some members making it difficult for others to participate?

Source: The Team Motivation Inventory acknowledges the contributions of other inventories, including the JML Inventory in Alexander Hiam, *Motivating and Rewarding Employees* (Holbrook, MA: Adams Media, 1999), and the Encouragement Index in James M. Kouzes and Barry Z. Posner, *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others* (San Francisco: Jossey-Bass, 1999).

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19. Fishbein and Ajzen; Rotter, pp. 1–28; Petri, pp. 245–254. See also “Expectancy Theory,” *Quick MBA*, available at <http://www.quickmba.com/mgmt/expectancy-theory>; “Expectancy Value Theory,” University of Twente (The Netherlands), <http://www.tcw.utwente.nl/theorieenoverszicht>, last modified on 9/06/04.
20. DuBrin, p. 291.
21. DuBrin, pp. 293–296. DuBrin lists eight skills for enhancing motivation by applying Expectancy-Value Theory as well as an exercise for estimating the value of rewards.
22. The following resources were used to develop the table of personality type motivators: Larry Damerest, *Looking at Type in the Workplace* (Gainesville, FL: Center for Applications of Psychological Type, 1997); Jean M. Kummerow, Nancy J. Barger, and Linda K. Kirby, *Work Types* (New York: Warner Books, 1997).
23. Kenneth W. Thomas, *Intrinsic Motivation at Work* (San Francisco: Berrett-Koehler, 2000), p. 44.
24. Alexander Hiam, *Motivating and Rewarding Employees: New and Better Ways to Inspire Your People* (Holbrook, MA: Adams Streetwise, 1999), p. 152.
25. Eric Klinger, *Meaning and Void: Inner Experiences and the Incentives in People's Lives* (Minneapolis: University of Minnesota Press, 1997). Klinger provides a discussion of *meaningfulness* as a motivator. He claims that people pursue objects, events, and experiences that are emotionally important for them. However, individuals are not necessarily willing to work to obtain everything that has incentive value when the time and effort needed to obtain the goal are more than the individual is willing or able to expend.
26. Michael Ramundo with Susan Shelly, *The Complete Idiot's Guide to Motivating People* (Indianapolis, IN: Alpha Books, 2000), p. 79.
27. Larson and LaFasto, pp. 39–58.
28. Ramundo, p. 86.
29. Deborah Harrington-Mackin, *The Team Building Tool Kit* (New York: AMACOM, 1994), pp. 118–119.
30. James M. Kouzes and Barry Z. Posner, *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others* (San Francisco: Jossey-Bass, 1999), pp. 54–55.
31. Kouzes and Posner, p. 59.
32. Hiam, p. 170.
33. Hiam, p. 178.
34. Hiam, p. 183.
35. Hiam, p. 183.
36. Based on strategies in Ramundo.
37. R. Brayton Bowen, *Recognizing and Rewarding Employees* (New York: McGraw-Hill, 2000), p. 179.
38. See Thomas, pp. 6–7.
39. Bowen, p. 163.
40. Kouzes and Posner, p. 13.
41. Bowen, p. 30.

42. Bormann, pp. 83–84.
43. Daniel Goleman, “In New Research, Optimism Emerges as the Key to a Successful Life,” *New York Times*, December 24, 1991, p. 81.
44. For a discussion of reward criteria, see Bowen, p. 29; Bob Nelson and Dean R. Spitzer, *The 1001 Rewards and Recognition Fieldbook: The Complete Guide* (New York: Workman, 2003).
45. Many books offer long lists and numerous examples of rewards. See Bob Nelson and Dean Spitzer, *The 1001 Rewards and Recognition Field Book* (New York: Workman, 2003) and Bowen.
46. Kouzes and Posner, p. 4.
47. Terrence E. Deal and M. K. Key, *Corporate Celebration: Play, Purpose, and Profit at Work* (San Francisco: Berrett-Koehler, 1998), p. 11.
48. Quoted in Kouzes and Posner, p. 114, from M. O. James et al., *Performing Well: The Impact of Rituals, Celebrations, and Networks of Support*, paper presented at the Western Academy of Management Conference, California.
49. Hiam, pp. 245–247.
50. Ramundo, p. 182.
51. Hiam, p. 17.
52. Hiam, p. 17.

