

# Unit 1

# Motivate staff

| Analyse an HR problem | Give feedback |



What do you think? 1  
Pairs

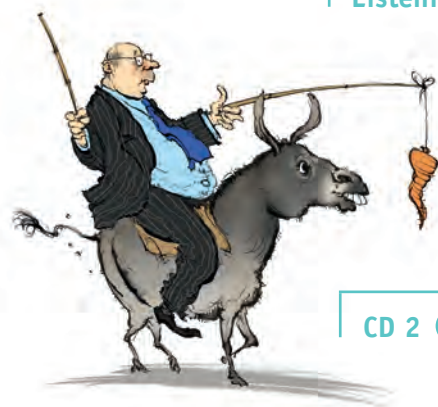
## Benefits and rewards

**1** A recent survey identified key benefits, other than salary, which British employees consider essential for happiness at work.

- 1 Look at the benefits below and tick five that you think are the most important. Discuss your choices with a partner.
- 2 Now turn to page 87 to read the results of the survey. Are you surprised by any of the findings? Do you think the results would be different if the survey was carried out in your country?
- 3 What other benefits can companies use to recruit and retain employees?

generous holiday entitlement	<input type="checkbox"/>	employee share scheme	<input type="checkbox"/>
crèche / help towards childcare	<input type="checkbox"/>	flexible working	<input type="checkbox"/>
sports/social club membership	<input type="checkbox"/>	bonus	<input type="checkbox"/>
luncheon vouchers	<input type="checkbox"/>	company pension	<input type="checkbox"/>
free car parking	<input type="checkbox"/>	train season ticket loan	<input type="checkbox"/>
personal medical insurance	<input type="checkbox"/>	discounts on company products	<input type="checkbox"/>

**2** Are the factors that motivate you to join a company always the same as those that make you want to stay? What can help to make work an enjoyable experience on a daily basis (e.g. relaxed atmosphere, inspirational leadership)?



## Listening

**1** Which well-known English expression do you think the picture illustrates?

- 1 a carrot to tempt the donkey
- 2 the rider uses his stick wisely
- 3 the carrot and the stick approach
- 4 a confused rider goes nowhere

Is there a similar expression in your country?

## CD 2

**2** Listen to Janet Webster, an HR manager with Horsens bank, talk about staff motivation.

- 1 Make notes to complete the table.

	Carrot	Stick
Examples		
Results of overuse		

- 2 Which professions do and don't respond to this approach?

## CD 3

**3** Listen to part of a presentation by HR consultant Clive Harte about staff motivation. Make notes about extrinsic and intrinsic motivators. Include the following information:

- 1 advantages and disadvantages of each approach.
- 2 which type of motivator do many managers rely on? Why?

Compare your notes with a partner. Did they include the same key information?

**4** Are these statements true or false?

- 1 Extrinsic motivators come from outside the self. Conversely, intrinsic motivation is linked to a person's inner beliefs and values.
- 2 All extrinsic motivators are linked to financial gain for employees.
- 3 Intrinsic motivators are generally quick to administer.
- 4 Extrinsic motivators push people in a particular direction. In contrast, intrinsic motivators draw out their potential.
- 5 Review meetings and appraisals can be used to discover what motivates staff.

## What do you think? 2

## Motivation

Discuss these questions with your partner.

- 1 Is the carrot and the stick approach an example of extrinsic or intrinsic motivation?
- 2 Have you ever experienced managers who used either the carrot or the stick approach? Were they effective?
- 3 Do extrinsic or intrinsic motivators work best for you? Why?

## Contrast and similarity

**1** Match functions 1–4 with sentences a–d from the listening exercises.

- |  |  |
|--|--|
| <b>1</b> making a contrast             | <b>a</b> <b>On the other hand</b> , if they underperform or don't hit targets, staff encounter the stick.                  |
| <b>2</b> expressing a counter-argument | <b>b</b> <b>Likewise</b> , there can also be problems with overusing rewards.  |
| <b>3</b> showing a similarity          | <b>c</b> <b>Still</b> , extrinsic motivators can be quick and effective.   |
| <b>4</b> adding an afterthought        | <b>d</b> <b>On the contrary</b> , he or she will work best in a structured role where processes and routines are in place. |

**2** Now match these words and expressions with functions 1–4 above.

by the same token   mind you   in contrast   conversely  
equally   in the same way   nevertheless



Grammar reference: Contrast and similarity, page 75

### Task 1

#### Objective: Analyse an HR problem

##### Individuals

##### Step 1

You are the new General Manager in a company that reconditions computers for use by international charitable organisations. You were informed when accepting the position that there is a problem with morale and performance in the warehouse. Your predecessor has left you a short report with information about the situation.

Turn to page 86. Read the report and answer the questions.

##### Groups of three

##### Step 2

Three managers were asked what they would do in this situation. Read their responses and identify whether the manager is recommending the use of intrinsic motivators, extrinsic motivators or the carrot and the stick.

Student A: Read Howard Ashcroft's response on page 88.

Student B: Read Kelly Lane's response on page 98.

Student C: Read Vincent Myer's response on page 90.

In your group, take turns to summarise your manager's view and compare it with your own recommendations. Listen to the summary and recommendations of other people in your group and make notes. Discuss which approach would work best in this situation.

##### Analysis

Did you identify the key information in the report?  
Were you able to make recommendations to improve the situation?  
Were you able to summarise another person's ideas and contrast them with your own?

## Feedback



Look at the following strategies for use when giving feedback.

- 1 Open with a motivational statement  
*I was impressed with your positive attitude on the team.*
- 2 Use open questions to encourage discussion  
*What were the main learning points for you on the course?*
- 3 Be constructive when giving criticism  
*I appreciate the long hours you worked, but do you feel the project was a success?*
- 4 Explore reasons for problems and find ways to resolve them in the future  
*Why do you think you didn't meet the deadline? Would it help to have more training on the new software?*

Match statements a–d with strategies 1–4 above.

- a Can you think of ways you could avoid similar confrontational situations working with your next team?
- b It's great to see how your confidence in the new system has grown.
- c What factors made you decide to change the ordering process?
- d The first part of your presentation was excellent; I'm not sure that the second part had the same clarity and focus.



Good business practice, page 62



Culture at work, page 68

### Objective: Give feedback

#### Task 2 Pairs

Work with a partner and role-play two feedback meetings, one formal and one informal. After each meeting, discuss how you think it went.

#### Meeting 1

A manager and an employee on a sales team are preparing for a difficult appraisal. Use the information to prepare and role-play a formal appraisal meeting.

Student A: You are the manager. Turn to page 87.  
Student B: You are the employee. Turn to page 88.

#### Meeting 2

The team leader and a member of a project team have been having problems with their working relationship. Read the information and role-play an informal feedback meeting.

Student A: You are the team member. Turn to page 90.  
Student B: You are the team leader. Turn to page 93.

#### Analysis

Was it more difficult to give or to receive negative feedback?  
Is there anything you would change if you were repeating the meetings?  
Was your choice of language appropriate for the situation?

#### Self-assessment

Think about your performance on the tasks. Were you able to:

- analyse an HR problem? ☐ yes ☐ need more practice
- give feedback? ☐ yes ☐ need more practice