Unit 22

Building Motivation and Commitment

General Objective

After studying this Unit, you should be able to help participants in your training session to provide an overview of motivation of employees and suggest ways to reframe problems into opportunities.

Specific Objectives

This Training Unit will help you to enable trainees to:

● Describe how to make employees more innovative, responsive and committed;

● Discuss a positive way of looking at change;

● Reduce the stress they feel when faced with change and promote forward-thinking and adaptation mechanisms; and

● Assess specific roles of cooperation and communication in minimizing the impact of conflict.

Planning

Time	:	Three hours plus three hours for Ring Toss Game
Training Methodology	:	Participatory discussions, games
Training Material	:	Chart papers, coloured pens, pegs, rings.
Trainer's Preparation	:	Prepare all material for games. Paste chart paper on the walls. Read the procedure of the games.

Background Material
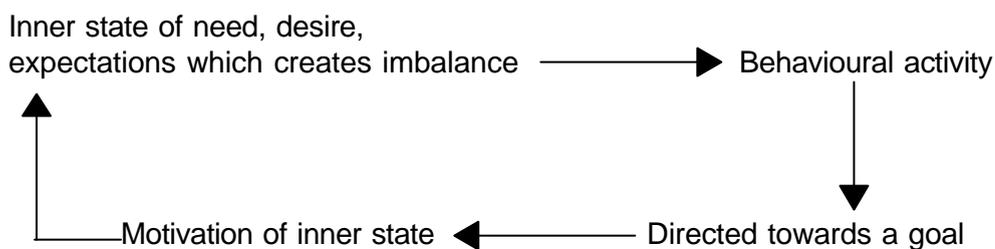
Introduction

The term 'motivation' is derived from the Latin word 'movere' which means to move. Many motivational theories have been put forward by scientists to explain why people behave the way they behave. It is a generally accepted fact that all behaviour is directed towards a goal and is essentially purposeful. Psychologists have described the term 'motivation' as:

- An inner state of an individual that directs behaviour towards a goal;

- A process which sustains and regulates the activity;

- A mechanism which explains why an activity starts and what kinds of reactions lead to its stoppage; and

- An action which steers a person towards a certain direction.

The process of motivation can be explained with the help of the following facts.

- Motivation has its origin in needs/desires/expectations/aspirations.

- A state of imbalance or disequilibrium is generated by this need.

- This imbalance motivates behaviour towards a goal.

- A state of equilibrium is established once the need is met.

This model can be represented thus:

Inner state of need, desire,
expectations which creates imbalance ⟶ Behavioural activity

Motivation of inner state ⟵ Directed towards a goal

The whole process can be explained with the help of a simple need like hunger. The arousal of hunger creates a state of disequilibrium within an individual. Since this is an uncomfortable state, the individual makes attempts to reduce this imbalance. The individual knows (from past experiences) that certain forms of behaviour will lead to a reduction of this state of imbalance. In this example of hunger it would be finding food and eating it. Hence reaching or eating food is the goal towards which all behaviour is directed. The motivation of the action of seeking/eating food sets up a chain of events (internally within an individual or externally within the environment) that provides information feedback on the result of his or her behaviour. Returning to our example of hunger, this may mean that the individual enters the kitchen in search of food, but finding nothing there, may modify/change his or her behaviour and start preparing the food or go in search of food elsewhere, may be a restaurant. So from this discussion we may arrive at the following three conclusions:

1. Behaviour is caused by needs/desires/expectations.

2. Behaviour is motivated by drives.

3. Behaviour is directed towards a goal, which leads to satisfaction of drives/motives.

A state of need is the 'motive'; the action/behaviour that is initiated is the 'motivation' and the attainment of the goal that leads to reduction of the state of imbalance is the 'motivation process'.

Problems of Poor Women and the Role of Motivation

India is an agrarian country and its economic development is based on rural prosperity. Efforts made by the Government to promote various development programmes, have reached only a small percentage. The reasons for poverty among women can be attributed to lack of resources, confidence and poor motivation for implementing or participating in the development programmes.

Lack of Resources: Most of the rural women do not have access to resources for their livelihoods. They are dependent on micro-level activities to sustain themselves and their families. Motivation to adopt improved practices with necessary inputs can boost the livelihoods of these women.

Lack of Confidence among Poor Women: Due to lack of education, awareness and confidence, the resources available with women are not adequately utilized. This results in the various development schemes introduced being unutilized or underutilized. Inspite of many success stories, most women are not confident about their ability to participate in development programmes. They have lost confidence in themselves as much as in the outsiders. Adequate motivation and training can go a long way in providing the means for their livelihood.

Lack of Access to Management Skills: Development projects are often implemented without adequate planning. In the absence of an integrated approach to tackle multidimensional interrelated problems, activities may not deliver expected results. In this process, it is necessary to develop the capacity of the target groups. Again, motivational training would be necessary to organize women into groups at the local level.

Importance of Motivation

The above factors coupled with a complete lack of motivation to improve their conditions lead to a further degradation in the lives of women. Training to improve motivational levels is important to get women not only initiated into enterprise activity, but also to sustain these activities over a period of time.

The development of entrepreneurial capabilities through behavioural competency development is an important issue. These competencies are important for anyone to become successful as an entrepreneur and these are particularly vital for women. This is because the sociocultural norms do not give women enough opportunity to develop entrepreneurial competencies during their socialization process, which tends to create gender-related limitations. In order to overcome these limitations, inputs on entrepreneurial competency and attitude development need to be highlighted in the training programme.

Approaches to development accept that motivation is important. Scientists believe that many successful entrepreneurs would not score highly in the Achievement Motivation Tests (AMT). What is important is **commitment** to the idea of running a small business. This can and should be developed in any good microenterprise development programme.

The AMT model is based on the important insight of McClelland that the trainees' awareness and attitudes are in need of development in the same way as their competencies. This realization is important for efforts that seek to target more disadvantaged groups than those to which AMT and entrepreneurship development are directed.

An employee in an enterprise works for financial gains. However, it is true that there are many other expectations or desires in the work place that a woman may desire. These may be:

- job security;

- pleasant working relationships;

- appreciation for good work;

- employee recognition;

- good working conditions, good organization;

- competent leadership; and

- future prospects.

If an entrepreneur can satisfy one or more of these expectations, the employee feels motivated to work and has an increased level of satisfaction and interest. Efficiency levels also go up. In small enterprises the need for generation of this satisfaction is greater, and therefore it is important to find time for appreciation that, in turn, mobilizes people to excel. There are benefits of celebrating both individual and group achievements, and there is a need to look at this in greater detail.

An atmosphere where there is free discussion on problems before arriving at any decision/conclusion makes an employee more effective. The employee views the actions and words of the entrepreneur very minutely, and therefore the model being presented to the women has to be carefully presented.

It may be said that there are seven principles of "Encouraging the Heart": set clear standards, expect the best, pay attention, personalize recognition, tell the story, celebrate together, and set the example, which go a long way in keeping the motivation levels high in employees.

Motivational Factors Influencing Women to become Entrepreneurs

Recent studies have revealed that several women are willing to become entrepreneurs due to various reasons. These reasons can be broadly classified into three:

- "Pull factors";

- "Push factors"; and

- "Equality" factors

Pull factors imply the factors, which encourage women to have an independent occupation. Under the influence of these factors the women entrepreneurs choose an enterprise as a challenge and as an adventure with an urge to do something new.

Push factors are those which compel women to take up business enterprises to get over financial difficulties, and responsibility is thrust on them due to unfortunate family circumstances.

Equality factors lay emphasis on the empowerment of women to raise their levels of livelihood. While some rural women belong to the second category, it is the third category that is of relevance in the study of motivation. The trainers' task is to raise motivational levels of such women.

How can Women be Motivated to become Entrepreneurs?

Promotion of women entrepreneurs requires a multipronged approach. Women have to be motivated to come out of their traditional roles for accepting more challenging and rewarding economic activities. An environment needs to be created to facilitate their participation. Many options are available:

- Communicating to women that they have the necessary capabilities to carry out enterprise activity;

- Awakening a feeling that they control the process of entrepreneurship and are the ultimate owners of the enterprise;

- Providing new opportunities for enterprise promotion in rural areas;

- Conducting training for women to effectively manage the enterprises;

- Establishing linkages to assist in the marketing of products/services;

- Effectively using the audiovisual medium to motivate women to become entrepreneurs (Screening videocassettes of successful women entrepreneurs can go a long way in motivating more women to start new enterprises);

- Arranging for banks and other financial institutions to provide credit to women entrepreneurs on both a priority basis and on concessional terms;

- Motivating funding agencies to be sympathetic towards women aspirants to entrepreneurship;

- Motivating other promotional and regulatory agencies to be considerate, understanding and helpful towards women entrepreneurs; and

- Relaxing the elaborate procedure of licensing and government sanction associated with the establishment of a new business enterprise in the case of applications received from women entrepreneurs.

Entrepreneurship flourishes when there is the right combination of motivation and competence in the individual; a society that is willing to support the entrepreneur's initiative with a favourable macro policy framework; a culture which, if it does not encourage entrepreneurship at least, allows it to grow; field level supporting institutions; and a local market in which opportunities exist. All these elements are strategic entry points in improving the success rates of entrepreneurs in creating livelihoods and employment.

Employee Motivation Training

Motivation is one of the most talked about but least understood aspects of the workplace. Managers or owners of enterprises constantly face the challenge of keeping themselves motivated, and of creating the environment that motivates those who work with them and for them. Every individual in the organization has a unique potential for trust, energy, commitment, and ingenuity. Yet most of this capacity is never accessed. One reason is the pressures people face today, making it easy to lose track of what is possible.

Motivation Training

Our motivation, self-concept, attributes, and cognitive processes have an enormous influence on our behaviour and on our emotions, perceptions. Motivation is our psychological "black hole". It is an important, powerful force that guides the way we think, act and move. We don't know what makes one person become so highly motivated that she is driven to become an outstanding entrepreneur, while another similar woman has no goals, and wishes to avoid work and be supported by her parents or husband.

There are several steps to be considered in the development of motivation. These are termed "Training Points".

Step One: Discover the need(s) that are interfering with progress

The place to start, is by observing what needs (activities) are interfering with our achieving some goal. One needs to look especially for the need to belong (have friends) and to be loved (be part of a family) as well as for self-esteem needs (feel competent, successful, worthwhile). These are the needs that most often interfere with being your real self, loving unselfishly, and living up to your potential. Develop a motivational profile of yourself and others based on an understanding of these needs.

Step Two: Plan ways to satisfy your unsatisfied basic needs

These unsatisfied "interfering needs" tend to be enormous holes or voids in our development. So, don't expect a quick, easy solution. We can't eliminate our feelings of inadequacy with a stroke of magic. However, correct diagnosis of the problem is important.

Step Three: Satisfy the basic needs in an acceptable way

Make efforts and if Maslow's theory is correct and if you have correctly diagnosed the basic needs and their solutions, the self-help efforts should go more smoothly this time.

Step Four: Identify the reasons why you are eager to accomplish your major goals and keep the desired final outcome firmly in mind.

It is believed that thoughts trigger habits or actions. Also thoughts can be modified just like behaviour is modified. Ways have been devised to change our thinking (our motivation?). We all know reasons why we shouldn't overeat, for example. The problem may be that we don't think of those reasons very often or at the right times, e.g. when taking a second serving or snacking late at night. The point being made is that unless your needs compel you to

think about your major serious goals many times a day, you need some method of being aware and keeping your "good intentions"

Step Five: Learn to be hard working

There is a law of least effort or least resistance in psychology, which says we try to get the rewards we want with the least possible effort. But in real life, greater effort usually leads to greater achievements. If that were always the case, we would all have become hard workers (because hard work would have been well rewarded and, thus, would have become rewarding itself). Unfortunately, sometimes when people are able to get what they want without much effort, they do not learn to work hard, i.e. be motivated, nor do they learn to tolerate tedium or the "stench and grime" of hard conditions.

Also one needs some confidence in one's ability to do the job. Also to be able to handle, and tolerate hard work and bad conditions when they are part of getting to your goals. The reinforcement of high effort on a variety of tasks seems to accomplish both, i.e. strengthens our general tendency to try hard and to "stick it out" though rough times. The childhood histories of motivated workers bears this out; they were highly rewarded for trying hard. That's how the "work ethic" was created. This "effort training" consists of reinforcing serious trying on many tasks over a long period of time. There is evidence to prove that such training even increases motivation on enjoyable tasks.

Step Six: Measure the results of efforts

It is worthwhile to frequently review one's reasons for one's goals, the results of effort training, and other techniques for increasing motivation. One should take pride in successful self-help efforts.

Participants will gain insight into:

● The struggles we face when attempting to achieve our goals;

● The power and strength we have to keep pursuing our dreams; and

● The value of reflecting on past setbacks and failures.

Team Building and Employee Motivation Training

When a team works well together, each team member accomplishes far more than they would alone. When a team breaks down, a dream turns into a nightmare: productivity drops; gossip reigns; stress and absenteeism rises; and managers spend valuable time "putting out fires". Programmes have to, therefore, be designed to strengthen the interpersonal relations.

These specialized programmes can be presented either to the team itself or to management staff who want to learn how to coach their teams to greater productivity and less stress. This fresh perspective allows greater and faster access to getting teams to work together more effectively. The participants learn: how to keep motivated and task-oriented, and how to coach and inspire each other to higher levels of performance.

Key Ingredients for Empowerment of Women

Motivation: Poor households should be encouraged and motivated to form groups that are the principal institutional mechanism for organizing and

pursuing community development activities in the village. These households would then begin to understand the value of association or organization and routine interaction and the power they can have through asserting themselves as citizens and members of the society. The groups should be encouraged to engage in income-generating activities using their own resources and capabilities.

Awareness raising and training: Awareness raising in several areas like vocational skills, should be imparted through participatory methods, where local knowledge, mainly based on experience, can be combined with outside knowledge. Such training can assist the rural poor to set up their own enterprise activities.

Resource mobilization: Resource mobilization is a method of pooling individual resources through regular savings and voluntary contributions to create social capital. The idea of pooling the members' own resources is based on the realization that everybody owns some resources, which, if combined, could improve their individual situation substantially. All members thus having equal opportunities would ensure ownership and sustainability which are self-motivating factors.

Self-management: Groups should be capable of electing their own leaders and managing their own activities, such as the conduct of meetings, record-keeping, savings and credit operations, conflict resolution and community property management. In the initial stages, an outside agent can assist them in developing a system.

Linkage building: Organizing self-help groups at the grassroots is a method of enhancing the capability of the rural poor to access the resources and opportunities.

HRD for Social Mobilization

Human resource development is required for field functionaries as well as beneficiaries involved in development. The field workers involved in rural development need to be exposed to management principles and leadership development skills. Based on skills, the field functionaries should be able to develop a suitable work plan for motivating the rural families to generate year round employment and enhance their income. Motivation of beneficiaries should be the primary step for programme initiation, to ensure their participation right from the project conception.

Work Plan

Group Exercise 1

Draw a picture for as long as you can and as beautiful as you can.

Procedure: The game is played in the following manner. A group consisting of 15 members is divided as follows:

- Group 1 (7 members) is given a chart paper, 7 coloured pens and 20 minutes. They can use as much space as they want from the chart. Also they can use as many pens for as long as the maximum limit of 20 minutes.

- Group 2 (5 members) then gets the same chart paper and the remaining colour pens. They can use the remaining space, pens and time as they wish.

- Group 3 (3 members), then receives the same chart paper and the remaining colour pens. They can use the remaining space, pens and time as they wish.

Note: The important aspect to remember is that the space, colour and time used by the previous group is not available to the succeeding groups.

Processing

The members of the group list the available resources and how they were utilized by the various groups. The responses are noted in a format as shown in the following table.

Resources	Group 1	Group 2	Group 3
Space	One third	One third	One third
Pens	6	2	1
Available Hands	7	5	3
Time	9 minutes	5 minutes	6 minutes
Output/Result	Full of colour, beautiful, visible	Two colours, visible with difficulty	One colour, no visibility

The groups are then asked to describe how they felt about their performance. Expected responses may be as follows:

Group 1: Very happy

Group 2: Satisfied, but did not have much choice

Group 3: Angry and upset. Called other groups selfish.

It may be pointed out that the groups are exhibiting the attitude prevalent in different sections of society. Group 1 displays the pseudo social justice attitude. They divide the paper into three sections but use the part that is most beneficial to them. They used the maximum number of pens and also the maximum time. Their picture is, therefore, bound to be good. The greater the resources, the better the product. Group 2 exhibits the typical attitude, not getting upset easily and being satisfied with what they have and are doing. Group 3 expresses resentment towards others for being deprived and being denied the opportunities.

This game is of particular significance when being conducted with producer women. Some women get highly agitated and blame the group that has access to the maximum resources. You may face fights too. However, the

opportunity provided by this game may be utilized by you to point out exploitative experiences with landlords, middlemen, money lenders etc. who provide resources to the women.

Group Exercise 2

Ring Toss Game

This exercise is a game of setting challenging goals and feeling motivated to achieve them. It is normally used for assessment of achievement motivation in adults. The objectives are to:

● assist the participant in examining her achievement motivation;

● study attitude towards success and failure; and

● help participants understand their own risk taking limits.

Material Required

● A peg mounted on a stable base – about 18 inches;

● Four light weight rings with a diameter of 8 inches;

● Distance markers (from 1-10) to facilitate participants expressing their choice of positioning; and

● Scoring and recording formats.

Setting

The game is to be played in an open space, without tables, chairs etc. The peg is placed at one end of the space and the distance is marked at intervals of one foot.

Time required

Time depends on the number of participants. However, a group of 15 participants takes about three hours.

Procedure

This game is played in three rounds.

Round 1 – is played individually by each participant. The participants are called one by one and are told to ring the peg with the rings. The distances are already marked and the participant is asked to choose a distance (which she cannot change later), from where she would lie to throw the rings. All four rings are thrown from the same distance and the throws are recorded in the format.

Round 2 – is played in the presence of others. All participants are called. Instructions are the same as in the first round except that the participant is free to change the distance. Trainer records the throws and the distances.

Round 3 – is the pay off round where the participant has to pay a certain amount to throw the ring. You, as the trainer, decide the pay off for various distances. Only those participants are to be included who express the desire to do so. If the participant pays an entry of Rs. 10/- from a distance of 5 feet, and is successful in throwing the ring, you as the trainer returns her double the amount. You may decide various amounts for various distances. Trainers also maintain a record of throws.

Processing: Discussions are the most important part of this game. Participants are asked to narrate their experiences. Questions might include the following:

- Which round did you enjoy the most and why?

- How did you feel when others were watching you?

- Why did you not throw the other rings when the first three were lost?

- How did you react to all throws being unsuccessful?

- How did you react to all throws being successful?

- How did you set your goal?

- What did you play for?

The answers to the questions may be indicative of avoidance of failure, low risk taking, high risk taking, planned way of approaching the task, calculated goal setting, interest in taking on challenges, high level of motivation to achieve.

Processing of data requires skill, patience and the time of the trainer. Ability to listen to participants' statements is essential.

Recording Formats

Table 1: Trials

1	2	3

1.   Where did you stand?

2.   How many rings do you think you will be able to put?

3.   How much confidence did you have in terms of percentage?

Table 2: Performance analysis

Trial	What do you consider is responsible for your success/failure?	How do you feel about your performance?
1		
2		
3		

Table 3: Pay off matrix

Distance as indicated	Monetary gains
1	0
2	5
3	10
4	15
5	20
6	25
7	30
8	35
9	40
10	50