



University of
South Australia

Motivation & Reward

A GOOD PRACTICE GUIDE FOR MANAGERS



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Introduction

Motivated work groups are crucial to an organisation's success. While an organisation can reach some level of success without a highly motivated group, it rarely achieves its full potential.

Motivation is about leadership – leading people to attain the best possible results for the organisation and for individuals themselves. It is also about retention, a critical issue in today's environment of skill shortages, where talented staff are not only attracted by competitive pay and benefits, but also by challenging and interesting work, ongoing learning and personal development opportunities, and high quality relationships in a motivating work environment based on mutual respect and trust.

In consequence, as managers of people in the workplace, you will often look to ways to increase motivation. It is important to understand there is a science as well as an art in motivating and rewarding staff, with a substantial and rapidly expanding body of research on motivational theory and on what helps bring out the best in people. An increased understanding of this research and of motivation theories in general will assist you as a manager to respond to rewarding and recognising staff appropriately and to more effectively managing performance issues.

This guide provides an overview of key motivation theories, tips on application in the workplace, including highlighting current UniSA reward and recognition mechanisms, and makes links to other relevant information that will enable you to explore the area of motivation in more depth. It is also designed to serve as a useful resource for UniSA's management and leadership development workshops.

What is motivation?

Motivation refers to the initiation, direction, intensity and persistence of human behaviour. In a nutshell, it is a decision process in which a person decides how much energy to use to satisfy a need or desire in return for a reward.

Principles to bear in mind

In the work context, as line managers you need to keep in mind some key points, which will enable you to support your staff in maintaining, and where necessary, improving their motivation levels:

- People are motivated to behave in a certain way because they wish to fulfil a need or want – and believe that acting in a certain way will lead to achieving their need or want.
- Motivation comes from within – you cannot force someone to be motivated. Motivation works best when it is self-generated.
- Individuals desire interesting work and deserve and seek timely and honest feedback on their work performance.
- Motivation at work is an individual issue – what motivates one person may demotivate another. What one person would find ‘interesting work’ will be a complete turn-off to another individual!
- Treat individuals fairly by making sure rewards are distributed equitably.
- Motivation is just one of a set of factors which contributes to excellent performance. It is necessary, but not sufficient, to ensure desired levels of performance. Ability and opportunity (resources, workload etc.) are also key factors.

Misconceptions about motivation

- Being continually nice to people is one of the best ways to motivate them.
- Lunch or morning tea gatherings help to raise morale and are simple ways of motivating staff. They do play an important role, but don't view them as necessarily leading to positive motivation.
- More money leads to greater levels of motivation.

A constant debate is the value of money as an incentive. A review of 28 studies of the effects of incentives on productivity and intrinsic motivation (Alvarado, 1998) found a lack of correlation between rewards (generally financial) and performance. Several people reported a negative perception between pay and performance and the use of money as an incentive tended to decrease intrinsic motivation.

Types of motivation – overview of theories

There is no single, inclusive and widely accepted theory about work motivation. Instead there is a range of theories about motivation, which can be grouped into three categories:

1. **Needs based** – people have underlying needs which drive motivation.
2. **Cognitive** – motivation as a process controlled by conscious thoughts, beliefs and judgements
3. **Non-cognitive** – motivation as an interaction between behaviour and external events that reinforce or deter the behaviour.

1. Needs Based theories

i) **Maslow** identified five categories of need:

1. Physiological – hunger, thirst, shelter
2. Safety – security and protection from physical and emotional harm
3. Social – includes affection, belonging, acceptance and friendship
4. Esteem – internal factors such as self-respect, autonomy and achievement, external factors such as status, recognition and attention
5. Self actualisation – the drive to become what one is capable of, achieving potential and self-fulfilment.

Maslow's theory proposes that higher order needs don't emerge until lower order needs are satisfied. Once a lower order need is satisfied, a higher order need will emerge.

ii) **Alderfer**, in contrast to Maslow, proposes three levels of needs:

1. Existence – basic material existence requirements
2. Relatedness – the desire for maintaining interpersonal relationships
3. Growth – the intrinsic desire for personal development

This theory suggests that more than one need can be operative at the same time and when a higher level need is frustrated, the desire to satisfy a lower-level need increases.

It provides that variables such as education, family background and cultural environment can alter the importance a particular group of needs holds for a person.

iii) **McClelland** proposed three needs important for understanding work motivation:

1. Need for achievement – drive to excel, succeed, meet standards
2. Need for power – to make others behave in a way they would not otherwise have done
3. Need for affiliation – desire for friendly and close interpersonal relationships

Research using this model suggests:

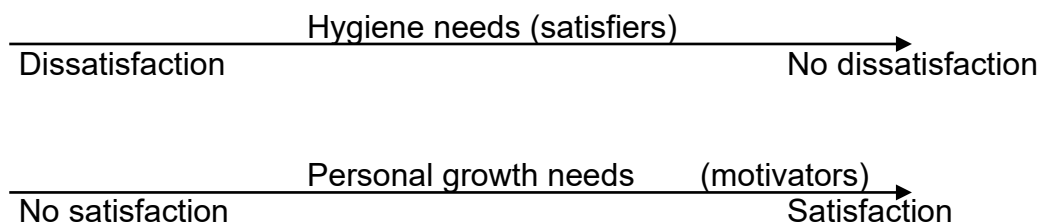
- People with a high achievement need prefer jobs with personal responsibility, feedback and moderate risks
- People with a high achievement need don't necessarily make good managers as they are less interested in influencing others
- Managerial success is associated with a high need for power and low need for affiliation
- People can be "trained" to increase their achievement need.

iv) **Herzberg** is well known for his 'two factor theory', which identifies two sets of basic needs:

1. Survival/hygiene needs - extrinsic/satisfiers
2. Personal growth needs – intrinsic/motivators.

This theory proposes that workplace factors, which satisfy survival/hygiene needs e.g. pay, can only prevent dissatisfaction.

On the other hand, factors, which satisfy personal growth needs e.g. learning opportunities, can create feelings of job satisfaction and motivation (refer below).



It is therefore suggested that organisations need to ensure hygiene factors are present to prevent dissatisfaction, then add motivators to create satisfaction.

2. Cognitive theories

Cognitive theories argue that motivation is based on people's thoughts, beliefs and judgements about the values of rewards for achieving outcomes. Cognitive theories include:

i) Equity Theory that suggests motivation is strongly influenced by the desire to be treated fairly and people's perceptions about whether they are being treated fairly. It assumes:

- People develop beliefs about what is fair for them to receive in exchange for their contributions to the organisation
- Fairness is determined by comparing own returns and contributions with others in the same or another organisation, or with previous experience in the same or other organisations.

- People who believe they have been treated unfairly will experience tension, and will seek to reduce it.

When an inequity is observed, staff may:

- Change inputs
- Change outcomes
- Distort perceptions of self
- Distort perceptions of others
- Compare self to a different person
- Leave the situation.

Remuneration may not be the only factor which people take into account in their perceptions of equity. Other organisational rewards may also be influential and fairness of processes as well as of outcomes is important. It is suggested that equity of outcomes has a greater impact on employee satisfaction than procedural fairness, but procedural fairness influences organisational commitment, trust in the boss, and decisions to leave the organisation.

ii) Expectancy Theory

This assumes that the strength of a tendency to act in a certain way depends on the strength of the expectation that the act will be followed by a given outcome and the attractiveness of that outcome.

Expectancy theory states that people will put an effort into behaviours they:

- Believe they can perform successfully,
- Believe are connected to outcomes they desire, or
- Believe will prevent outcomes they want to avoid.

iii) Goal Setting Theory, which argues that performance goals play a key role in motivation.

Goals are seen as influencing the individual's intentions, which in turn direct behaviour. It supports the propositions that:

- Specific goals increase performance
- Difficult goals, if accepted, result in higher performance than easy goals
- Feedback leads to higher performance than non-feedback.

Goal theory assumes commitment to the goal and the individual needs to believe that they are capable of performing the task.

3. Non cognitive theories

Reinforcement theory is a non-cognitive theory of motivation that assumes the use of appropriate rewards and punishments can be used to modify or "shape" employee behaviour.

Note: Much of the theory about motivation is US-based. It cannot be assumed that it applies to people of all cultures. The desire for interesting work does, however, appear to be universal.

Motivators linked to other aspects of people management

A Gallup Poll highlighted a number of people who were “actively disengaged” at work (Wall Street Journal, 2007). These staff complained that they didn’t know what was expected of them, that their managers didn’t listen to them, and that they didn’t have the resources to do their jobs properly. Gallup found increased absenteeism and less commitment to employers, thereby affecting retention rates.

Thus, as a manager, you play a significant and very important role in influencing job satisfaction and motivation of the staff in your area of responsibility.

Consider the following people management aspects and how well you are currently applying them in your area of responsibility:

Job design

Design roles so that they positively challenge staff and offer them opportunities to excel. Don’t set them up to fail!

If their work is routine, try to add some fun and variety to their routine. Everyone needs a part of their role to be highly interesting to them, so find out what they find most motivating in their role and maximise that part. Also, give them choice and input on how they do their work.

As far as possible, design roles around the capabilities of staff. Enable them to use their abilities, enjoy their work and achieve a sense of accomplishment. Remember ‘Enjoyment Performance’ Theory where an individual will perform more effectively in a role if he/she enjoys and is interested in the work – and staff want to keep on doing it well and continuously improving their output as they enjoy what they are doing.

Hackman and Oldham (1980) identify three psychological states impacted by job design, which lead to high motivation:

- Experienced meaningfulness of work (influenced by the variety of skills used)
- Experienced responsibility for outcomes of work (influenced by the degree of autonomy)
- Knowledge of the actual results of the work activities (influenced by the feedback from the job).

Are roles in your area enabling the above? Remember, however, these relationships are moderated by the ability of staff, the strength of their need for learning and development, and satisfaction with the job context, including the physical environment.

Performance Development

Apply the principles of performance management as a day-to-day part of your workplace management.

- *Goal setting / Setting expectations*

Establish demanding goals that are clearly understood. Be clear about expectations, yet enable staff the autonomy to take ownership of their work and make decisions. Make sure they have the resources they need to achieve goals and be realistic about workload and deadlines – again, don't set them up to fail.

- *Feedback / Positive Reinforcement*

Recognise staff by encouraging them and providing constructive feedback. People want information and feedback on their job performance as long as it is delivered in an objective and constructive way. Provide timely and honest feedback on performance and use positive reinforcement to maximise performance.

- *Learning and development*

Give your staff the opportunity to learn new skills. Coach and encourage them so that they develop know-how and skills to continually improve their performance, thereby providing them with a sense of achievement. Enable staff to develop to their full potential and develop their careers, should they want to.

Recruitment of team leaders/supervisors

Select and develop team leaders / supervisors who will provide strong leadership and exercise people motivating skills. In essence, look for supportive supervisors who demonstrate the following behaviours:

- Give positive and constructive feedback
- Practise two way communication, including active listening
- Are respectful of staff
- Focus on outcomes not hours spent at work
- Coach and mentor staff who report to them
- Recognise a job well done and celebrate achievements
- Are consistent in their own behaviour.

Work/life balance

A staff member's ability to enjoy an appropriate work/life balance has become increasingly important as people question the amount of time they either spend at work or in travelling to and from work. Identify opportunities to enhance staff being able to balance their work and home commitments through flexible work practices. Be supportive of wellbeing activities such as yoga and participation in the Corporate Cup Challenge. Supporting work/life balance and flexible work arrangements is discussed further, with specific reference to UniSA's policies and practices.

Factors for Success

As a manager, you will have often asked yourself the question, "How shall I motivate my staff?" In some ways, a better question to ask is, "How do I create a work environment where individuals choose to be motivated about work goals?".

Consider staff surveys or other forms of cultural diagnosis and/or feedback on your area of responsibility to which you have access. What are your staff saying? Reflect on these sources of feedback and consider how well you are currently doing the following. Perhaps you can identify some areas where you can improve or do something different:

- Understanding your individual staff.** Know the qualities and abilities of your staff and match them to appropriate work. Ask them what motivates them.

- Providing quality leadership.** Your role as a manager is to create a supportive, problem solving work environment with the necessary resources to perform the work that needs to be done.
 - Make sure staff know what your vision is for the work area
 - Develop together with staff values relevant to the work area – and make sure you role model these consistently. Build values into performance expectations for everyone, including your self
 - Communicate information on organisational and work area goals and progress with staff and allow them to communicate with you regarding these issues
 - Make sure expectations are clear as well as realistic and provide staff with challenging opportunities
 - Share decision making by getting staff involved in management and incorporating their ideas and ways of doing things where possible. Ask employees before you make decisions that affect their work
 - Be honest, accessible, fair, open, and interested in the well being of your staff
 - Be consistent in your own behaviour.

- Building positive relationships with staff.** Never forget that to make reward and recognition effective, you must develop good relationships with people - be thought of as a positive reinforcer by matching your presence with positive comments. This doesn't mean you ignore poor behaviours or performance, but predominantly staff find the interactions with you are positive. You ask staff about their lives, you provide positive feedback where relevant, you listen to them. Recognise significant events like birthdays, baby showers, and cultural occasions relevant to your staff.

- Generational management.** Consider the generational mix in your area and the types of motivators different generations may value (Stauffer, D. 2003 *Speak my language* in AFR Boss, June)

Veterans: formal and traditional forms of recognition.

Baby Boomers: goal clarity, widely-noticed forms of recognition.

Generation X-ers: autonomy, frequent and frank feedback, ask for opinions.

Generation Y-ers: continuous learning, coaching, know their personal goals.

In summary, your actions, behaviour and how you make decisions influences fundamentally the work environment of your staff. This can obviously create very

high expectations of managers, so make sure you don't overlook your own learning and support needs in striving to build a positive workplace environment. Familiarise yourself also with the existing reward and recognition mechanisms available to you at UniSA and seek advice from your local HR Manager/Advisor if you need help on how to apply these in your work area.

Existing reward and recognition mechanisms at UniSA

UniSA provides a range of benefits and mechanisms to encourage and support the recognition, reward, attraction and retention of staff. This is achieved through the University making available a range of financial rewards (normally subject to conditions) for staff undertaking University activities.

The University's [Remuneration and Reward Policy HR-28](#) supports fair consideration, remuneration, reward and incentives to all staff undertaking and contributing to University activities.

UniSA also has [guidelines for managers on the giving of gifts and small incentives](#) for employees as recognition and/or reward for exceptional performance above normal expectations. It is important that managers read these guidelines carefully as Fringe Benefit Tax implications may occur in the giving of gifts and/or small incentives over a certain amount to staff members.

Market Allowances

In order to attract and/or retain key staff in a competitive market place UniSA provides managers with the option to remunerate key staff above the prescribed industrial instrument through the payment of a market allowance.

The payment of a market allowance provides managers with flexibility to respond to legitimate competitive pressures through remuneration management.

An attraction allowance can be used to attract key employees where a demonstrable competitive market premium for particular skills results directly in an inability to attract employees. A situation commonly referred to as a 'market hot spot'.

Alternatively, a retention allowance can be offered to retain key employees where the loss of that employee would impact negatively on the achievement of the business unit and the University's strategic aims and objectives in circumstances where uncompetitive remuneration is the primary motivation for a staff member leaving.

Prior to a manager awarding a market allowance they must develop a business case that is supported by the cost centre manager or supported by the relevant senior management group member and approved by the Executive Director: People, Talent and Culture.

Further information on the awarding of a market allowances can be found in the [Market Allowance Guidelines](#).

Performance Based Remuneration allowances

UniSA has guidelines that support a 'one off' payment to staff in accordance with a documented performance based remuneration arrangement. The objective of performance based remuneration is to provide managers with flexibility to attract and retain key staff where the impact of taking no action will detrimentally and significantly impact on the achievement of strategic outcomes.

The key features of a performance based remuneration allowance include:

- The establishment of key performance indicators at the commencement of a staff members performance period/cycle (as per the normal performance development process)
- Remuneration payments that are non recurrent and payable based on performance achievements within a pre specified performance cycle
- Remuneration payments based on performance that is greater than satisfactory performance.

Prior to any offers being made by a manager to a staff member a business case must be developed including agreed performance indicators that is supported by the manager or supported by the relevant senior management group member and approved by the Executive Director: People, Talent and Culture.

Further information on the awarding of performance based remuneration can be found in the [Performance Based Remuneration Guidelines](#).

Staff study support – financial and time off

The University's approach to supporting staff to undertake further study is based on reciprocity and shared commitment. Study may also be undertaken through a TAFE institute or Registered Training Organisation.

UniSA provides study release and financial support for approved study for professional, document services and grounds and security staff. The Study Assistance Scheme facilitates the professional development needs of staff as identified through the performance development process. Under the scheme eligible staff may be assisted to undertake an approved program of study at UniSA that benefits both the University and the staff member. Assistance under the scheme may take the form of either a) study release time or b) reimbursement for a proportion of tuition fees.

Under the Study Assistance Scheme a manager may approve undergraduate study by a staff member at UniSA that contributes positively to the work performance and the achievement of the University's goals. A manager may also support postgraduate study undertaken by a staff member at UniSA that is relevant to their position or career goals and the needs of the workplace.

Eligible staff can apply for financial support for tuition if they:

- are enrolled in an approved program of study
- are studying in addition to their normal duties
- have prior approval for the study for which financial support is claimed
- are maintaining a satisfactory level of work performance
- have personally paid for the expenses claimed and have not received other financial support for their studies, for example, payment by the local area

- are making satisfactory progress with their studies.

Further information on the awarding of study support – financial and time off can be found in the [Study Assistance Guidelines for Academic, Professional, Security and Grounds Staff](#).

Vice Chancellors Awards for Professional Staff Excellence

To acknowledge and recognise outstanding contributions made by professional staff to their area or the University as a whole UniSA runs annually the Vice Chancellors Awards for Professional Staff Excellence. These awards are designed to acknowledge staff who have demonstrated behaviours and activities that have benefited UniSA and to showcase these employees as role models.

The awards are based on categories of excellence that reflect UniSA's strategic intent and organisational values. Individuals and teams can be nominated for an award in the categories of a) providing quality service b) working across boundaries c) working smarter/getting results and d) leading change.

Award winners are recognised in a number of ways including a certificate acknowledging their achievement and the category of their award, an allocation of funds to be used for further professional development and a feature spread in UniSA News describing their achievements.

The Awards are determined by the Professional Staff Awards Committee who are also responsible for determining the distribution of funds to successful nominees to support further professional development.

Further information about the Vice Chancellor's Awards for Professional Staff Excellence can be obtained from the [Vice Chancellor's Awards for Professional Staff Excellence](#) webpage on the UniSA website.

More generalised reward systems: UniSA's Flexible work arrangements and family friendly provisions

UniSA has developed a suite of flexible work practices which include:

- leave provisions aimed at assisting staff manage the dynamics of family and career commitments
- flexible work options which offer opportunity to work in a variety of configurations and
- employment practices that contribute to professional and career development.

These policies are designed to assist in recruiting and retaining staff and to further the University's equity mission. Not all staff are aware of the scope of these policies and it is useful for managers to share information on these as part of the University's general framework for both engaging and rewarding our staff.

Leave Provisions

The following leave provisions are outlined in the University's industrial instruments, which include Collective Agreements for senior staff and Academic, Professional, Security, Grounds and Document Services staff. Conditions relating to implementation of these leave provisions are detailed in the relevant procedures or guidelines.

Parental Leave

Parental leave provisions include a number of options.

Pre-Natal Leave

- 1 paid day per month in the final 6 months of pregnancy, to attend appointments associated with pregnancy.

Paid Maternity and Adoption Leave

- *For staff with more than 12 months continuous service*
16 weeks maternity or adoption leave at 100% the normal rate of pay, plus a further 12 weeks at 50% of the normal rate of pay. Staff may choose to take the further 12 weeks leave as 6 weeks at 100% of the normal rate of pay, and other variations to this structure may be negotiated between the staff member and the relevant line manager.
- *For staff with less than 12 months continuous service*
1 week at 100% the normal rate of pay and 1 week at 50% the normal rate of pay for each completed month of continuous service.

Unpaid Maternity and Adoption Leave

- Staff are entitled to take up to 52 weeks unpaid leave to take primary care responsibility for a child.

Special Maternity and Adoption Leave

- In circumstances where the child dies, up to 16 weeks of paid leave and up to 12 weeks of unpaid leave will be provided for the staff member.

Unpaid Parenting Leave

- For a staff member exercising parental responsibility who is not the birth mother, up to 52 weeks unpaid parenting leave is provided.

Paid Foster Parent Leave

- Subject to the staff member providing appropriate documentation confirming that they are acting as the primary care giver of a foster child, the University provides for 6 weeks leave at 50% the normal rate of pay if the child is younger than 5 years and 3 weeks on half pay if the child is 5 years or over.

Partner Leave

- Full time and part time continuing and fixed term contract staff who submit a certificate from a registered medical practitioner of their partner's pregnancy, or a certificate of adoption, are entitled to 10 or 15 days paid leave (dependent upon the Enterprise Agreement), regardless of gender.

Post-Natal Arrangements

- The provision of reasonable breaks in paid time for lactation purposes. Multi access suites provide a dignified, private and appropriate space that supports the needs of parents, breastfeeding mothers, and people with disabilities or medical conditions who need an area to rest or to conduct disability-related cares.

Phased In Return to Work

- Upon return to work from maternity/adoption/child rearing leave, the staff member may work a reduced fraction of full time hours (0.6 for full time staff) and will be paid a full time salary for a period of 8 weeks. This provision is calculated on a pro rata basis for part time staff, and specific provisions will depend on each individual staff member.

Child Rearing Leave

- In addition to maternity, adoption and parenting leave, a further 52 weeks of unpaid leave for the care of a pre-school child up to the age of 6 – open to the parent exercising parenting responsibilities. Staff may apply for an extension beyond the 52 weeks entitlement.

Family Responsibility Leave

- A staff member (excluding casual staff) is entitled to 9 paid days of leave per year for the purpose of providing for:
 - Carer responsibilities
 - Compassionate/bereavement
 - Other special personal circumstances.

This leave is available where a staff member is unable to attend work because of the above responsibilities for a child, spouse or partner, parent, grandparent, grandchild relative, member of the household or member of a kinship group.

- A further 2 days of compassionate leave may be provided, once family responsibility leave is exhausted, for each occasion when a family member (as defined above) experiences the following:
 - Contracts or develops a personal illness that poses a serious threat to his or her life
 - Sustains a personal injury that poses a serious threat to life
 - Dies.

Carer's Leave

Paid Carer's Leave

- A staff member (excluding casuals) is entitled to access their accrued personal leave entitlement to accommodate the needs of a person in their primary care.

Unpaid Carer's Leave

- If all paid family responsibility and paid carer's leave are exhausted, a staff member (excluding casuals) is entitled to a period of up to 2 days unpaid leave for each occasion when a family member requires care or support, due to circumstances such as:
 - A personal illness, or injury of the person
 - An unexpected emergency affecting the person.

Special Leave

Special Leave with Pay

- Up to 3 days for 'urgent pressing necessity'.

Other leave types that can be taken at full pay include:

- Military leave
- Moving house
- Participation in national and international sporting events
- Jury service
- Emergency Service work and training

Special Leave without Pay

- Negotiated on an individual basis.

Information on these policies and practices is available on the PTC website and from PTC managers. See <https://i.unisa.edu.au/staff/ptc/pay-and-benefits/leave-and-fwa/>

Further Information

University of SA internal resources:

Performance Development and Management Web Site

<https://i.unisa.edu.au/staff/ptc/performance-and-development/performance-development-and-management/>

Art of Supervision

https://i.unisa.edu.au/siteassets/human-resources/ptc/files/guidelines/staff-training/the_art_of_supervision_GPG.pdf

Supervising Staff @ UniSA

https://i.unisa.edu.au/siteassets/human-resources/ptc/files/guidelines/staff-training/supervising_staff_GPG.pdf

Providing Quality Feedback: A Good Practice Guide

https://i.unisa.edu.au/siteassets/human-resources/ptc/files/guidelines/staff-training/providing_quality_feedback_GPG.pdf

Mentoring @ UniSA - A Good Practice Guide for Staff

https://i.unisa.edu.au/siteassets/human-resources/ptc/files/guidelines/staff-training/mentoring_at_unisa.pdf

Performance and Development Workshops

<https://i.unisa.edu.au/staff/ptc/performance-and-development/>

External resources:

CCH, 2006, *Australian Master Human Resources Guide*, Baker & McKenzie, Australia.

Daniels, A. C. 2000. *Bringing out the Best in People*, McGraw Hill, USA.

Herzberg, F., Mausner, B., Snyderman, B. B., 1993, *The Motivation to Work*, Wiley, New York.

Ivancevich, J, Olekalns, M and Matteson, M 1999. *Organisational Behavior and Management*, McGraw Hill, NSW.

Maslow, A. H 1987 *Motivation and Personality*, Harper & Row, New York.

Nelson, B. 1997. *1001 ways to energise employees*, Workman Publishing, New York.

Robbins, S., Millett, B., Cacioppe, R. & Waters-Marsh, T. 1998. *Organisational Behaviour: Leading & Managing in Australia and New Zealand*, Prentice Hall, Sydney.

Stone, R. J. 2005. *Human Resource Management*, Wiley and Sons, Brisbane.

Thomas, K.W. 2002 *Intrinsic Motivation at Work: Building Energy and Commitment*, Berrett-Koehler, San Francisco.

www.ahri.com.au - Australian Human Resources Institute for workshops and publications.

www.aimsa.com.au - Australian Institute of Management for workshops and publications.

For newsletters and articles:

www.ceonline.com.au

<http://hbr.org/magazine>

Appendix 1 – Overview of Profiling Tools

Overview of Profiling Tools

Various diagnostic tools are available that can be used with teams and/or individual staff to provide insight into differences regarding:

- Ways of working
- Learning styles
- Individual strengths
- Individual areas for development
- Career preferences.

Below is an overview of some popular profiling tools.

Myers-Briggs Type Indicator (MBTI) – <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

Background

The MBTI is used widely across the world. It was designed during World War II by a mother and daughter team, Isabel Myers and her mother, Katherine Cook Briggs and is based on the work of Carl Jung.

Jung believed that each person has a preferred way of taking in and organising information and coming to a decision. To determine preferences, one needs to identify whether a person is oriented to the outer world (extraversion) or inner world (introversion), then to assess a person's preference for four psychological functions - thinking, feeling, sensing or intuition.

The MBTI instrument provides insight to preferences for Introversion and Extraversion and the four paired functions - Thinking versus Feeling and Sensing versus Intuition – then adds a fourth dimension to measure whether a person relates to the external world through Judging or by Perception.

Uses

The MBTI is useful in a number of ways, including:

- team building,
- self insight and therefore personal development,
- staff development needs, and
- career development.

DISC (Dimensions of Behaviour) – www.discprofile.com

Background

DISC is based on the 1928 work of psychologist, William Moulton Marston. It is a personal assessment tool currently used by over 50 million people worldwide and presents a plan for understanding oneself and others in a specific environment.

The tool considers a person's profile in light of four Dimensions of Behaviour - Dominance, Influence, Steadiness, and Conscientiousness.

Dominance has an emphasis on shaping the environment by overcoming opposition to accomplish results. Influence has an emphasis on shaping the environment by influencing or persuading others. Steadiness focuses on co-operating with others to carry out the task. Conscientiousness focuses on working diligently within existing circumstances to ensure quality and accuracy.

These profiles are considered in the context of a person's perception of his/her environment and his/her power and control over that environment.

Uses

DISC is a useful tool for:

- heightening an understanding of one's own behavioural profile and identifying the environment most conducive to one's success,
- learning about the differences of others and the environment they require for maximum productivity and teamwork in the organisation.

Team Management Profile (TMP) – www.tms.com.au

Background

Dr Charles Margerison, an action-learning expert from the UK, teamed up in 1982 with Dr Dick McCann, a professor of management development in Queensland.

Together, they undertook extensive research with teams around the world to identify 'Types of Work' functions. They identified 8 core activities that a team needs to focus on – Advising, Innovating, Promoting, Developing, Organising, Producing, Inspecting, and Maintaining. They then set about developing a way of predicting which, if any, of the Types of Work functions individuals preferred to undertake at work. In doing this, they linked back to Carl Jung's personality type theory.

TMP measures individual preferences on 4 dimensions and enables team members to identify their work preferences against the 8 'Types of Work' functions.

Uses

TMP is useful for:

- team development and team building,
- enhancing team performance,
- career development,
- personal development.

Hermann Brain Dominance Instrument (HBDI) – www.hbdi.com

Background

In 1976, Ned Hermann began research into ways of measuring whether a person has a preference for right-brain or left-brain thinking.

Right-brain is responsible for more a conceptual, emotive and spatial way of thinking, whereas left-brain is responsible for more linear, analytical and rational thought.

From his research, Hermann developed the HBDI, although he was keen to demonstrate that it is possible for a person to develop 'whole-brain' thinking.

The HBDI gives some indication of how people process everyday business activities.

Uses

HBDI is useful for:

- teambuilding,
- creativity training and scenario planning.

Harrison Assessments – www.harrisonassessments.com

Background

This self-assessment tool was developed by an American organisational psychologist, Dr Dan Harrison (originally a Mathematician), and was launched in 1991 after significant research and studies.

There are two underlying theories integrated in the Harrison Assessment methodology. One is the Enjoyment Performance Theory – based on Behavioural Theory - that states an individual will perform more effectively in a role if that individual enjoys the tasks required by the role, has interests that relate to the position, and has work environment preferences that correspond with the workplace environment.

The second theory is an extension of the “psychological opposites” explained by Jung and is called Paradox Theory. According to Paradox Theory, our lives involve dealing with a series of paradoxes. Each paradox is a relationship between 2 categories of traits – one is the ‘gentle’ trait, the other is the ‘dynamic’ trait. If an individual’s range of behaviour is able to extend to both the Gentle and Dynamic aspects of the paradox, that individual will have an exceptional capability and means of fulfillment.

By measuring traits and organising them according to the paradoxical model, insight is gained into the manner in which each person manages each paradox and thus understanding is gained into an individual’s behaviour patterns and motivators.

The on line tool can generate a range of reports for helping to assess individuals against role competencies, behaviours and values for a range of purposes.

Uses

Harrison Assessment is useful for:

- staff selection
- individual staff development
- team development
- career navigation
- coaching of staff
- understanding retention factors.