

**BUILDING HUMAN RESOURCE MANAGEMENT SKILLS**  
**Management Skills for Success**

**CREATING A MOTIVATING  
WORKPLACE**



**National Food Service Management Institute**  
**The University of Mississippi**  
University, Mississippi  
[www.nfsmi.org](http://www.nfsmi.org)

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Dee Baker, Executive Director, Child Nutrition Programs Section  
Oklahoma Department of Education, Oklahoma City, Oklahoma

David Bowman, Program Administrator, Summer Food Service Program  
Nutrition Education Training, Delaware State Department of Education, Dover, Delaware

Carla Broadnax, Associate, Child Nutrition Program Administration  
New York State Department of Education, Albany, New York

Barbara Chang, RD, School Lunch Director  
Massapequa Schools, Massapequa, New York

Lynne Fellin, School Foodservice and Nutrition Specialist  
School Nutrition Programs, Virginia Department of Education, Richmond, Virginia

Mary Jane Getlinger, Program Coordinator, Nutrition Education and School Meal Programs  
USDA Food & Nutrition Service, Midwest Regional Office, Chicago, Illinois

Rosie Jackson, Interim Director, Child Nutrition Programs  
New Orleans Public Schools, New Orleans, Louisiana

Gail M. Johnson, Administrative Director, Child Nutrition Programs  
East Baton Rouge Parish School System, Baton Rouge, Louisiana

Sandra Kangas, Director, Child and Adult Nutrition Services  
Department of Education and Cultural Affairs, Pierre, South Dakota

Linda Miller, RD, Staff Specialist, Nutrition and Transportation Services  
Maryland State Department of Education, Baltimore, Maryland

Lorita T. Myles, Director, Child Nutrition Services  
Ohio Department of Education, Columbus, Ohio

Peggy Reich, Area Coordinator, Food and Nutrition Service  
Cobb County Schools, Kennesaw, Georgia

Cynthia Sevier, Director of Child Nutrition  
Stokes County School District, Danbury, North Carolina

Bill West, Regional Consultant  
Ohio Department of Education, Columbus, Ohio

## **PROJECT TEAM**

This project was developed under contract between the National Food Service Management Institute and The Steritech Group, Inc., Charlotte, North Carolina.

### **National Food Service Management Institute**

Jane Logan, PhD  
Executive Director

Ellen Leppa, MEd, CFCS  
Project Coordinator

### **The Steritech Group, Inc.**

Mary Anne Hogue, MS, RD, LDN, FADA  
Administrator

Technical Expert and Content Design:

Kathleen Moloney-Tarr  
Leadership Dynamics, Charlotte, North Carolina

Nay Malloy Howell  
CR8VE Solutions, Charlotte, North Carolina

Pamela Bullard Vaughan  
Florence School District One Food Services, Florence, South Carolina

Libby Post, MS, RD, LDN  
Rowan/Salisbury Child Nutrition Program, Salisbury, North Carolina

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## INTRODUCTION

The National Food Service Management Institute developed this series of modules on human resource management to meet a need for relevant materials that would provide directors and supervisors the tools to teach managers effective management skills. Learning to work with and lead employees is a never-ending journey. These materials were designed to assist the learner in developing effective people skills in the Child Nutrition Programs. A task force of state agency personnel, food service directors, and university faculty identified the topics to include in this resource.

*Building Human Resource Management Skills* was designed by a team of experienced child nutrition and adult learning professionals. A group of volunteer reviewers from the task force also made significant contributions to the development of this project. We are most grateful to them for sharing their time and expertise.

All of the human resource modules have been approved for continuing education credits by the American School Food Service Association.

Steps to follow in using materials:

**Step 1.** Review the entire module and think about its relevance to the participants. There may be resources within the community that you may want to use to enhance the learning experience. A lesson plan template has been provided for your use to facilitate teaching the human resource module content.

**Step 2.** Check the Trainer's Toolbox section in the modules for a list of materials planned for the session. The modules may require the use of policies and procedures, job descriptions, form, or standards specific to Child Nutrition Program personnel.

**Step 3.** Review the Suggested Time Frames and Comments to determine time allotted for each topic in the modules.

**Step 4.** Ensure that the learning environment, media center, classroom, cafeteria, or auditorium is comfortable for adults and conducive to learning and discussions.

**Step 5.** The purpose of the videotapes provided in the kits is to model practices, inspire discussion, and stimulate thoughts about personal practices. Always review videotape at least once before using in class to be familiar with the content and to determine how to use it with the group. Consider the following options:

Use the tape to focus on a specific point during the session.

Encourage interaction by showing all or part of the tape, and divide the group into comfortable discussion groups of no more than 6-7 per group.

The tapes were created to provide real-life practice situations and to precipitate discussion. There are no right or wrong answers, but better and best ways to handle human relations in Child Nutrition Programs.

## HUMAN RESOURCE MODULE LESSON PLAN

<b>Date:</b>	<b>Module No.:</b> 1.2	<b>Estimated Time:</b> 2 Hours	<b>Certification Credits:</b> 2	<b>Category:</b> U__Management Skills for Success
<b>Module Title:</b> Creating a Motivating Workplace			<b>Course Title:</b> Building Human Resource Management Skills	
<b>Instructor:</b>				
<b>Module Content:</b> What is to be taught? At the completion of the module, participants will be able to meet the following objectives: 1. _____ 2. _____ 3. _____				
<b>Instructional Aids, Materials, or Tools Needed:</b> Check Trainer's Tool Box				
<b>Instructional Procedures:</b> <ul style="list-style-type: none"> <li>○ Personal Check-In</li> <li>○ Icebreaker</li> <li>○ Video Segment (if applicable)</li> <li>○ Group activities and role playing</li> <li>○ Checking Out</li> </ul>				
<b>Suggested Readings:</b> Use <i>Suggested Readings</i> to increase knowledge base concerning a given module topic.				
<b>Evaluation Procedures:</b> How the instructor will determine if the material has been learned. Participants can complete evaluation form included in handout packet.				
<b>Notes:</b> Insert notes as to revisions, additions, and deletions. What went wrong/right with the module lesson plan?				

# Creating a Motivating Workplace

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# Creating a Motivating Workplace

## Trainer's Notes

As a facilitator of this learning process, be prepared to share your experiences to clarify the key learning points.

## Ground Rules

Share from own experiences.

- Listen to understand, not to judge.
- Speak one at a time.
- Value differences of opinion, emotion, or insight.
- Participate at your highest level.
- Be concise and to the point.
- Keep the option to pass.

## Trainer's Toolbox

Materials:  
Flip Chart and Stand  
Paper and Markers  
Overhead Projector  
Transparencies and  
Markers  
Handouts

## Overview

Motivation is not a logical concept; it is based on the emotions and feelings people have about themselves, their work and their needs. The words, motivation and emotion, share the Latin root *motere*, "to move." Motivation provides the urge or impetus to act. Our emotions move us to pursue our goals and dreams, and our motives drive our perspective and our actions. When we create a workplace that motivates, we ensure that our co-workers and peers receive a sense of achievement, recognition, responsibility, and the chance to advance.

## Objectives

At the completion of this module, participants will be able to:

- Understand the relationships between emotions, feelings, and motivation.
- Identify motivating factors for employees.
- Describe effective manager actions to create a motivational workplace.

## Definitions

*Motivation*- the urge to act or do something.

*Internal motivation*- the motivation that comes from inside such as the urge to succeed.

*External motivation*- the motivation that comes from outside sources.

## Creating a Motivating Workplace

### Suggested Time Frames and Comments:

**Total Time = 2 hours**

<b>Topic</b>	<b>Comments</b>	<b>Time Allotted</b>
Review Purpose and Objectives	Set the stage by emphasizing key points in the overview.	2 minutes
Personal Check-In: My Personal Motivators	Discuss the variety of motivators; examine ways to understand motivations of employees.	13 minutes
Icebreaker: Thinking About Motivation	Write individually, compare in small groups, share insights with large group.	50 minutes (5 groups)
Definitions	Review keywords and meanings.	5 minutes
Manager Actions	Review, self-assess.	5 minutes
Theory X and Theory Y	Review differences; highlight importance of beliefs on actions. Role play exercise.	5 minutes
Meeting Basic Needs	Explain and discuss; in groups name specific ways to do each one.	30 minutes
Checking Out	Individuals complete action plan.	10 minutes



















**Creating a Motivating Workplace**  
**Handouts: Table of Contents**

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# Creating a Motivating Workplace

## Handout: Objectives and Definitions

## Objectives

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**Creating a Motivating Workplace**  
**Handout: Personal Check-In: My Personal Motivators**

## Personal Check-In: My Personal Motivators

- In column A, check off the items below which are your most significant motivators.

A	B	Motivating Factors
		I have enough freedom to do it.
		I enjoy it.
		I feel it is important.
		I am expected to do it.
		I have the chance to take on new responsibility.
		I have a chance to learn and grow by doing it.
		There is a routine I can depend upon.
		There is variety in methods and strategies for doing it.
		I feel trusted and respected.
		I receive recognition.
		It is easy.
		It is challenging and out of my comfort zone.
		I have the skills and abilities it requires.
		No one else can/will do it.
		Others are doing it.
		I can help plan and create the vision.
		The others involved are competent.
		The leader is competent and supportive.

- Now, in column B select the top three motivators for you.
- Note:** You may want to offer your employees the opportunity to respond to the same inventory and talk together about the responses or create a chart with the tally of everyone's responses.



# **Creating a Motivating Workplace**

## **Handout: Manager Actions**

## **Manager Actions**

### **Internal Motivators**

Since internal motivators are the strongest for most of us, successful managers provide the best possible workplace where everyone has the chance to do satisfying and successful work. Researchers at the Center for Creative Leadership report that managers can improve motivation by taking the following actions:

- ❑ Create an environment where employees find work they are good at and like.
  
- ❑ Give each person the tools needed for the job.
  
- ❑ Offer an opportunity to learn, grow, and advance.
  
- ❑ Challenge others to do their best.
  
- ❑ Reward efforts equitably.

**Creating a Motivating Workplace**  
**Handout: Six Criteria Employees Use to Evaluate Managers**

## Six Criteria Employees Use to Evaluate Managers

On a scale of 1-5 (with 5 being the highest), how would you rate your ability to improve motivation in each of these ways?

<u>Criteria</u>	<u>Definition of Criteria</u>	<u>Rating</u>
<b>Open Communication</b>	Is the needed information available?	_____
<b>Security</b>	Am I safe from risks or threats?	_____
<b>Management Commitment</b>	Is my manager committed to a course of action?	_____
<b>Fairness</b>	Am I (and are others) treated fairly?	_____
<b>Respect</b>	Am I respected as an individual?	_____
<b>Development Opportunities</b>	Can I make a difference and grow?	_____

## Creating a Motivating Workplace

### Handout: Theory X and Theory Y

## Theory X and Theory Y

If you believe that all individuals want to be contributing members who gain personal satisfaction from a job well done using unique talents and skills, then you realize that managers make the difference in creating the best work environment. To provide such a workplace, sometimes changes in attitude and actions must be made by the manager. As you think about how you see your employees, consider Theory X and Theory Y - two very different ways to think about how and why people work.

Theory X Managers believe most people:	Theory Y Managers believe most people:
<input type="checkbox"/> Dislike work	<input type="checkbox"/> Like satisfying work
<input type="checkbox"/> Lack ambition	<input type="checkbox"/> Are capable of directing their own efforts toward goals
<input type="checkbox"/> Have no wish for responsibility	<input type="checkbox"/> Want to do a good job
<input type="checkbox"/> Prefer to be told what to do	<input type="checkbox"/> Can be self-directed
<input type="checkbox"/> Are not creative in solving problems	<input type="checkbox"/> Have the capacity and creativity for solving organizational problems
<input type="checkbox"/> Want safety	<input type="checkbox"/> Want satisfying work
so managers must . . .	so managers must . . .
<input type="checkbox"/> Design exactly what must be done	<input type="checkbox"/> Communicate information down
<input type="checkbox"/> Tell workers exactly what they must do	<input type="checkbox"/> Explain reasons why things should be done
<input type="checkbox"/> Closely control or watch them to be sure they comply	<input type="checkbox"/> Assume workers have an interest and willingness to do the work
<input type="checkbox"/> Build a top-heavy organization with managers to plan, organize, and police	<input type="checkbox"/> Spend time discussing problems and asking for ideas and suggestions

Theory X and Theory Y reflect managers, not workers. Managers act out of what they believe about workers. How would you act differently if you really believed all your employees wanted to work and be successful?

# **Creating a Motivating Workplace**

## **Handout: Reality Practice: Case Studies**

## **Reality Practice: Case Studies**

### **Case Study #1**

The manager is explaining the new cleaning schedule to the employees.

1. How did you personally react to the role-play?
  
2. What could the manager have done differently to motivate you?
  
3. What is the expectation of the employee(s) based on the manager's behavior?

### **Case Study #2**

The manager is explaining how to use the new lower fat recipe file.

1. How did you personally react to the role-play?
  
2. What could the manager have done differently to motivate you?
  
3. What is the expectation of the employee(s) based on the manager's behavior?

## Creating a Motivating Workplace

### Handout: Meeting Basic Needs

## Meeting Basic Needs

To increase motivation of employees, be sure that as the manager you meet the basic needs we all have about our work tasks, our self-assurance, and our job satisfaction.

<b>Basic Needs</b>	<b>What it Means</b>	<b>What it Means in Your Operation</b>
Give confidence	Be trusting in creating work assignments with clear results.	
Give recognition	When efforts are made, acknowledge them and value the individual who did the work or offered the ideas.	
Provide delegation	With clear guidelines, purposes, and accountabilities, success is made possible.	
Provide feedback	Ask for thoughts and ideas as well as progress reports. Monitor how employees are doing on projects.	
Create a sense of belonging	Help employees feel a part of something larger which supports their individual identity.	
Provide opportunity for challenges	Give tasks or challenges which encourage creativity and discovery and provide satisfaction.	
Communicate relevance	Give information about purpose, importance, and relevance to larger goals.	
Increase understanding	Provide a variety of people, tasks, and experiences to give different and expanded perspectives on the work, processes, and relationships at work.	
Exhibit consistency and integrity	With enthusiastic fairness and skill, provide employees with confidence in your support for and satisfaction with their successes.	

## Creating a Motivating Workplace

### Handout: Checking Out

## Checking Out

Consider the following questions:

- Which three of the following actions (open communication, security, management commitment, fairness, respect, and development opportunities) will significantly improve motivation in your workplace?
  - 1.
  - 2.
  - 3.
  
- What specific actions will you take for each one? How will you integrate these into your daily or weekly schedule of work?

Criteria	Action Steps
<input type="checkbox"/> Example: Security	Eliminate any hidden threats from conversation with employees. Work one-on-one to change employee behavior instead of reprimanding total staff. Keep employees informed as to information pertaining to the Child Nutrition Program.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

**Creating a Motivating Workplace**  
**Handout: Checking Out: Action Plan**

## Checking Out: Action Plan

Develop an action plan for motivating each of your employees.

<b>Employee Name</b>	<b>Motivator</b>	<b>Planned Action</b>

## Creating a Motivating Workplace

### Handout: Evaluation Form

Please check the response below that best describes your feelings about this program:

Question	Agree	Unsure	Disagree	Comments
1. <b>Topic</b> is of interest to me as a manager.				
2. <b>Topic</b> is important to my job.				
3. <b>Content</b> is useful in my job as a manager.				
4. <b>Handouts</b> help me understand the topic better.				

5. List one or more things you can do to motivate employees after attending this in-service:

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6. My supervisor can help me motivate employees in my workplace by:

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General Comments:

Thank you for taking the time to complete the evaluation form. Have a great day!

## **Creating a Motivating Workplace**

### **Handout: Suggested Readings**

## **Suggested Readings**

- Belasco, J. A. (1990). Teaching the elephant to dance: empowering change in your organization. New York: Crown Publishers, Inc..
- Bryner, A. & Markova, D. (1996). An unused intelligence: physical thinking for the 21st century. Berkley: Conari Press.
- Fournies, F. (1987). Coaching for improved work performance. New York: McGraw-Hill.
- Goldman, D. (1998). Working with emotional intelligence. New York: Bantam Books.
- Hale, R. L. & Machling, R. F. (1992). Recognition redefined: building self-esteem at work. Minnesota: Tennant Company.
- Hiam, A. (1999). Motivating and rewarding employees. Holbrook, MA: Adams Media.
- Klein, E. and Izzo, J. B. (1998). Awakening the corporate soul. Canada: Fairwinds Press.
- McGregor, D. (1985). The human side of enterprise. New York: McGraw-Hill Higher Education.
- Miller, J. B. (1993). The corporate coach. New York: St. Martin's Press.
- Morrison, E. K. (1994). Leadership skills: developing volunteers for organizational success. Tucson, AZ: Fisher Books.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith. B. (1999). The dance of change. New York: Currency Doubleday.
- Wheatley, M. and Kellner-Rogers, M. (1996). A simpler way. San Francisco: Berrett-Koehler Publishers, Inc.

## **Creating a Motivating Workplace**

### **Transparency Masters**

## **Transparency Masters**

**Transparencies are available in two formats. Landscape formatted transparencies are provided using Microsoft Word™. A PowerPoint™ presentation format is also available.**

1. Objectives
2. Definitions
3. Personal Check-In: My Personal Motivators
4. Personal Check-In: My Personal Motivators
5. Icebreaker: Thinking About Motivation
6. Icebreaker: Thinking About Motivation
7. Manager Actions
8. Six Criteria Employees Use to Evaluate Managers
9. Six Criteria Employees Use to Evaluate Managers
10. Theory X
11. Theory Y
12. Reality Practice: Case Study #1
13. Reality Practice: Case Study #2
14. Meeting Basic Needs
15. Meeting Basic Needs
16. Meeting Basic Needs
17. Checking Out
18. Checking Out
19. Checking Out: Action Plan