Chapter Two
Organizational Requirements

Instructor Information

DURATION 45 minutes

EQUIPMENT Chalkboard, marker board or flip chart; markers or chalk; laptop computer and SVGA projector, or overhead projector


OBJECTIVES 1) Know what a successful organization expects from its people 2) Identify what organizations can do to increase productivity

TASKS 1) Cover what makes a successful organization 2) Identify organizational expectations 3) Discuss the three levels of performance 4) Identify who or what can impact motivational levels
RECOMMENDED APPROACH

Overview

Chapter 1 introduced the course as a whole and gave the basic premise—motivation can be used to improve performance. This chapter provides a foundation for answering the question—“how?” To be able to effectively motivate, we must first understand or have knowledge of the goal we are attempting to reach. Second, we must understand how motivation can be helpful in reaching this goal. And third, we must understand the available tools and the environment we will be motivating in. Just like any work task, these two factors will affect our success. Chapter 2 focuses on the organization.

The participants may not understand the purpose of discussing the organization. Address this by presenting this chapter as a foundation or stepping stone. Point out that the participants are not operating in a vacuum. Everything they do will be affected by the organization—why they motivate, how they motivate.

There are a few key points you must get across here, but don’t overdo it. Once you feel the class understands why the department and they themselves should care about the motivational level of their crew, move on. Avoid getting bogged down in the details. While it is important to know “what” an organization needs from its employees, it is more important to understand that the “whats” are why we must be concerned with motivation. Through understanding and applying the concepts in this course, we can help assure the organization gets the “what” from its people.

Key Issues

1) The goal—organizations want to be successful. To be successful, they require certain things from their employees. Employees can provide these, if they are properly motivated.

2) What is the job of the organization?—not filling potholes, mowing, etc., but serving the public by providing safe, well-maintained roads.

3) Who is our client?—the public, the taxpayer.

4) Why Me?—Crew leaders are part of management; it is their job to help motivate their crew. Yes, upper management affects the crew leader’s ability to motivate and some motivational tools are out of the latter’s control. But there are many things within the crew leader’s control.

Preparation

1) Read through the chapter and make any notes or changes you feel are needed to customize the presentation for your audience.

2) Prepare a recap/transition from Chapter 1 to 2.

3) Review answers to the Maintenance Feud Lightning Round. The answers may need to be changed to better fit your organization’s/department’s policies and procedures.
INTRODUCTION

The goal of any organization is to be successful—to fulfill its purpose. To achieve this success, an organization requires certain things of its people. Motivation plays an important part in achieving this. In this chapter we’ll be discussing organizational requirements and how they interact with motivation.

2.1 Objectives  Read off the objectives.
2-4 Organizational Requirements

Transparency 2.2

Is This Organization Successful?

- Business world vs. Government
- Complaints
- Repeating jobs
- What do we do? How do we do it?

In the business world, success is determined by profit margins and that sort of thing. In government work, achievement is based on preset goals or objectives. If we accomplish what we set out to accomplish, we’re successful—and we’re more successful if we accomplish more than we set out to accomplish.

In general, it’s easy to determine whether we’re successful. Do we get complaints from the public or politicians? How often do we need to do a job twice—that sort of thing.

But to really determine whether we’re successful, first we have to identify what we do and how we do it. That is, we have to identify our organization’s goal or job. You can’t just declare something successful.
Success is determined by comparing actual performance to intended goals.

Take a football team, for example. Let’s say in their last game they scored 35 points. If their goal or job is to score touchdowns, you’d have to say they’re a success. But if their goal was to win the game, we don’t have enough information to decide on success or failure unless we know the other team’s score.

The same is true for a maintenance organization. What is our goal or job? . . . mowing grass? . . . plowing snow? . . . patching potholes?
Put on Transparency 2.4 showing only the title [the PowerPoint version is set to build via mouse click].

Prompt the class for answers while leading them to the desired response—meeting the public’s need for a safe and efficient transportation system. Move to the board or flip chart and write down their responses. Point out that the initial baiting answers (mowing grass? . . . plowing snow?) are merely tasks performed to achieve the goal—like the football team scoring touchdowns.

Once they arrive at or near the desired response, reveal the rest of the transparency.

It’s all of these and then some. These are simply activities we perform.

But why? What is the underlying purpose?

To meet the public’s need for safe and efficient roadways.

The maintenance organization exists to serve the public. That’s obvious; whether we’re employed by the department or not, we all want a smooth surface to drive on, safe roads, and efficient use of the taxpayer’s money. We are provided with a limited amount of resources to accomplish this.
Once again, start by showing only the title [the PowerPoint version is set to build via mouse click].

Ask the class to identify some resources. Write their responses on the board or flip chart. They may give you specific answers—guardrail, cold patch, trucks, etc. If so, suggest to them these can be grouped into general categories and move on to the list on the overhead. As you read each item on the list, use their answers as examples.

It is our job to effectively manage these resources to achieve our goal—meeting the public’s need for safe and functional roadways.

All these are important, but because this is a course on motivation, obviously we will be concentrating on people.
Now, we have identified the goal of the maintenance department and we know its most important resource is its people.

What does a successful organization need from its people?

This overhead illustrates the difference between truly successful organizations and run-of-the-mill companies. The PowerPoint version is set to build via mouse clicks. The transparency opens with everything except the blocks.

First click, both “Join” blocks appear. Next, both “Stay” blocks. Then, both “Minimum” blocks.

Briefly explain each component as it appears—join, stay, perform. Comment on the fact both average and successful organizations need and receive these from their people. Avoid spending time discussing these points now. You will be covering each one momentarily.

Join—sign on, become part of the team, share in the commitment to the goal.

Stay—longevity, stay with the organization for the long term.

Perform—have basic abilities, achieving at least an acceptable level of productivity.
Finally, the fourth and top “Successful” block appears. This highlights the importance of performing above the minimum.

Show how they build on one another with “exceeding minimum productivity” being key to success. Stress that, in order to reach this level, organizations must provide motivation.

Avoid spending time discussing these points now. You will be covering each one momentarily.

Exceed minimum productivity.

Meeting these expectations enables organizations to be successful. Of the four, exceeding minimum productivity is the most important. This is what allows an organization to maximize its success.

To ensure that their people meet these expectations, organizations must provide motivation.
For 2.8 through 2.11, use the transparencies to generate discussion on the topic.

Write each component on the board/flip chart. Elicit comments from the class on each and write them down on the board/flip chart, but keep the class moving.

Why do you work for the department?

Why do others?

Why do some people not want to work for the department?
2.9 Perform

Make sure the class understands the difference between the written and unwritten expectation. Illustrate the problems that can arise when someone fails to meet one of our unwritten or unknown expectations.

All organizations have minimum requirements and expectations of their employees. These are often written in printed handbooks or personnel policy manuals. There are also unwritten expectations. For example, the department’s written policy may require crew members to be at work by 7:00 a.m. The unwritten expectation may be crew members should be ready to leave the maintenance yard by 7:00 a.m. This would require them to arrive earlier than 7:00 a.m.

Promote discussion by prompting the class for other examples and write them on the board or flip chart. --or-- Toolbox Option: Optional Exercise 2-1

Following the discussion/exercise refer the participants to “Unwritten Rules Tool” in their Toolbox.

If pursuing the discussion route, you can use the following examples to seed the discussion.

**Written:** Work safely, Be on time, Do work properly, Call in if late or absent, Equipment is not for personal use.

**Unwritten:** Be ready to work, Get along with others, Dress appropriately, No horseplay, Take care of the equipment, Follow instructions

Are the unwritten rules always different from the written rules? *(Not always)*
Do they clarify the written rule? *(Sometimes)*
How do you learn the unwritten rules? *(By making mistakes)*
Which are easier to achieve—written or unwritten? *(written)*
OPTIONAL EXERCISE 2-1: Minimum Organizational Requirements and Expectations

List some of the requirements of employees that are written in a policy manual or printed work rules for your organization. Then write down some unwritten expectations. Note, these are the minimum expectations of the employees.

Written Requirements

For example:

- Come to work on time.
- Work safely.

Unwritten Expectations of Employees

For example:

- Be no more than 15 minutes late for work.
- Be ready to work.
- Get along with others.

1. DO WORK PROPERLY

2. BE COOPERATIVE

3. COMPLETE WORK IN A TIMELY MANNER

4. EQUIPMENT NOT FOR PERSONAL USE

5. CALL IN IF LATE OR SICK

1. BEHAVE -- NO HORSEPLAY

2. DRESS APPROPRIATELY

3. NO EARLY QUITS NO LATE STARTS

4. TAKE CARE OF EQUIPMENT

5. FOLLOW SUPERVISOR’S INSTRUCTIONS

Continue to next page.
Notice that some of the minimum requirements are task oriented and some are attitude or behavior oriented. The organization requires both. Now, based on the responses above, answer the following questions:

1. Are the minimum written requirements difficult to achieve? Why or why not?

   WRITTEN REQUIREMENTS ARE VERY GENERAL AND DISCUSSED AS PART OF THE INITIAL EMPLOYMENT SEQUENCE. WRITTEN REQUIREMENTS ARE USUALLY EASY TO ACHIEVE

2. Are the minimum unwritten expectations difficult to achieve? Why or why not?

   VERY DIFFICULT FOR NEW EMPLOYEES BECAUSE THEY OFTEN MUST MAKE MISTAKES BEFORE THE CREW OR THE SUPERVISOR EXPLAINS THE EXPECTATIONS

3. Do the written and unwritten rules say the same thing? For example, if the written rules say that starting time is 8:00 a.m., do the unwritten expectations imply that leaving the maintenance shed at 8:30 a.m. is fine?

   THEY MAY BE THE SAME OR THEY MAY NOT BE DEPENDING ON THE SPECIFIC EXAMPLE PROVIDED BY THE CLASS. IN THE EXAMPLE GIVEN, LEAVING THE SHED AT 8:30 MAY BE OK IF THE CREW NEEDS TO ORGANIZE VEHICLES, CLEAN EQUIPMENT, ATTEND SAFETY MEETINGS, OR OTHER FUNCTIONS. IF THE TIME IS SPENT SOCIALIZING THEN THE WRITTEN RULES ARE NOT BEING USED EFFECTIVELY. THE CONTEXT OF THE GIVEN EXAMPLES ARE IMPORTANT

4. How do the employees learn about the unwritten rules?

   THEY LEARN THE UNWRITTEN RULES THROUGH OBSERVATION OF OTHER EMPLOYEES AND THROUGH COMMUNICATION (USUALLY ORAL).

5. Can the organization be successful if everyone performs at the minimum level?

   NOT IF MINIMUM LEVELS OF EXPECTED PERFORMANCE ARE LOW, WHICH IS OFTEN THE SITUATION IN LARGE ORGANIZATIONS. MINIMUM LEVELS CAN BE ACHIEVED READILY BUT THE ORGANIZATION WILL NOT BE SUCCESSFUL.

Stop. Wait for further instructions.
Stay

- Employee expectations
- Satisfied/unsatisfied?
- Greener pastures

People join an organization because they believe it offers them a chance to get the things they want from a job, such as good pay, nice working environment, opportunity to do interesting work, etc. Once they actually take the job, they compare what they expected with reality. If they believe they are getting what they want, their expectations are satisfied, and they stay. However, if they feel they can get more of what they want from another organization, they will probably leave.

Move the discussion on to “What can or does your organization do to encourage people to stay?” A discussion guideline is provided on the next page. The operative word here is “guide.” Feel free to expand or reduce the scope.
Discussion Guideline

“What can your organization do to encourage people to stay with it?”

It is assumed pay will be the most common response. In many organizations, pay scales are determined by union collective bargaining agreements, State Civil Service Boards, etc. Pay, fringe benefits, and insurance all need to be considered but there are many other things an organization must do to retain their people. Try to keep the class focused on other issues such as:

Inform everyone of what needs to be done and what is available to do the job

Provide a safe work environment for all employees

Provide training based on job requirements

Provide adequate opportunities for advancement

Provide work assignments close to home

Seniority pay differential (to recognize length of service)

Provide modern equipment

Maintain a good supervisory staff

Provide incentives (merit pay, incentive programs, etc.)

Many factors that would encourage an employee to stay often involve pay scale.

Seniority was mentioned above because in many maintenance units there is a differential pay adjustment for length of service. Some typical examples are described below.

Idaho: 2.5% increase in pay every 5 years for seniority

Los Angeles: Incremental step increases for the first 4 1/2 years

Louisiana: Seniority has a great influence on compensation

North Dakota: Length of service is used in pay determination

Pennsylvania: Seniority is used for promotions, job assignments, and other job actions

Washington: Seniority, task difficulty, employee ability, and performance all determine opportunities for advancement
Perform Above the Minimum

As we said earlier, to be successful, the department must motivate its workers to perform above the minimum acceptable level.

There are three types of performance that we will discuss—minimal, expected, exceptional.

The minimal level consists of all the written departmental policies and the ability to perform the required maintenance tasks. Anything less than this is considered unacceptable. The responsibility for reaching this level rests mostly with the individual.

The crew chiefs are responsible for improving productivity from the minimal level to the expected levels of performance. To do this they must find ways to motivate their crew.
So what constitutes performing above the minimum expected level?

Again promote discussion by prompting the class for possible answers. Write them all down on the flip chart or chalkboard. You should receive a variety of possibilities. Ask the class to pick a top five from the list based on their personal experience.

Examples:
- Sharing your knowledge and experience with other crew members;
- Working an extra 5 minutes to complete a job instead of leaving it for tomorrow;
- Offering ideas or suggestions for improvements

Exceptional performance can only be reached with active support from the organization. The crew chief will find it very difficult to consistently reach an exceptional level of performance without some motivational assistance from upper management.
After introducing this section, inform the participants it is time for the “Lightning Round” portion of the Maintenance Feud. [If you are not using the game show theme, simply run this as a group discussion activity.]

Alternate between the two teams, reading one of the statements and have one team member give his/her answer. Decide if each is a crew leader responsibility (CL), an upper management responsibility (UM), or both (B). One point for each correct answer. Also have the group decide if their organization does a good job at fulfilling the statement.

--or--

Have them do Optional Exercise 2-3 as a small group exercise. (located at the end of the chapter)

Optional Exercise 2-2 could also be valuable if all your participants are from the same organization and you wish to gather their overall feelings. (Also, located at the end of the chapter)

OK, we know what the department needs from its people. What you, as crew chief, are responsible for. We also know that the upper levels of the department have their part to play. Here is a list of things an organization can do to improve performance and be successful.

- Educate the work force so that it understands the organization’s mission/goal and clients. (UM)
- Decide what type of people are best suited to working for the organization’s mission and hire accordingly. (UM)
- Match the individual capabilities of the people and what they enjoy doing with what needs to be done. (CL)
- Train workers so they have the skills they need to do their job and advance. (B)
Instructor's Manual
Tools for Peak Performance

What the Organization Should Do

- Insure workers know what is to be done, how, when, and where it’s to be done, who, and how much.
- Provide the right tools, materials, and equipment.
- Evaluate performance to see where it can be improved.
- Reward people for their performance.

Insure workers know what is to be done, how, when, and where it’s to be done, who, and how much. (CL)

Provide the necessary information and instructions so that workers understand what is to be done, how, when, and where it is to be done, who is to do it, and how much is to be done. (CL)

Evaluate performance to see where it can be improved. (B)

Reward people for their performance using financial, nonfinancial, and recognition rewards. (B)
What the Organization Should Do

- Allow workers to develop and use skills
- **Allow workers to make decisions about their work**
- Inform workers of the organization’s activities and plans so they feel part of the bigger picture
- Discipline workers when necessary

**Allow workers to develop their skills and use them in challenging assignments.** *(B)*

**Allow workers to make decisions about their work and issues affecting them.** *(B)*

**Let workers know about the organization’s activities and plans so they feel they are part of the organization and its future.** *(B)*

**When necessary, discipline workers to correct their behavior.** *(B)*
Key Points

- Working above minimum is key to a successful organization
- The key person in maintenance is the crew leader
- Most important resource is your workers
- Leaders can create a work environment where workers can do well

REVIEW

2.15 Key Points  Go over “Key Points.”
Okay, we now better understand what a “successful organization expects from its people. ... 

Anyone remember? .... (Transparency 2.7) ... Good,

We identified how motivation was related to this. Who can answer this one? (To be successful, an organization must manage its resources. ... In our case, “People” are the most important resource. ... Our people must perform “above the minimum” for us to succeed. ... This requires motivation. Transparency 2.11 shows the levels.)

We have also identified our role in this process. (Crew Leaders are major point of contact between management and crew members. The lightning round contained several things crew leaders could do or should do to improve motivation. Again, Transparency 2.11 could be used to illustrate this.)
OPTIONAL EXERCISE 2-2: Characteristics of Your Organization

Evaluate your organization by placing an X in the appropriate square to show how well your organization performs the following functions.

1. Educate the workforce so that it understands the organization's mission and the organization's clients
   - Very Poor □  Poor □  Well □  Very Well □

2. Hire people to fulfill the mission of the organization.
   - Very Poor □  Poor □  Well □  Very Well □

3. Match the individual capabilities of the people and what they enjoy doing with the job that needs to be done.
   - Very Poor □  Poor □  Well □  Very Well □

4. Train workers so they have the skills to do their jobs and advance in the organization.
   - Very Poor □  Poor □  Well □  Very Well □

5. Provide the necessary information and instructions so workers understand what is to be done, how, when, and where it is to done, who is to do it, and how much is to be done.
   - Very Poor □  Poor □  Well □  Very Well □

6. Provide workers with the tools, equipment, and materials necessary to do the job efficiently and correctly.
   - Very Poor □  Poor □  Well □  Very Well □

7. Evaluate performance to see where it can be improved.
   - Very Poor □  Poor □  Well □  Very Well □

   - Very Poor □  Poor □  Well □  Very Well □

9. Allow workers to develop their skills and then use those skills in challenging assignments.
   - Very Poor □  Poor □  Well □  Very Well □

10. Allow workers to make decisions about their work and issues that affect them.
    - Very Poor □  Poor □  Well □  Very Well □

11. Let workers know about the organization's activities and plans so that they feel that they are a part of the organization and its future.
    - Very Poor □  Poor □  Well □  Very Well □

12. When necessary, discipline workers to correct their behavior.
    - Very Poor □  Poor □  Well □  Very Well □
## OPTIONAL EXERCISE 2-3: Making Things Happen

Indicate with an X who can see to it that these things are done--the organization or the immediate supervisor. You can indicate that both are responsible.

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<th>Supervisor</th>
<th>Organization</th>
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Review your responses. Are there things that only the organization can do? Are there things that the immediate supervisor can do alone?