Chapter Ten
Motivation & Coaching Skills

LEADERSHIP: Research Findings, Practice, and Skills

Andrew J. DuBrin, 8th Edition

Chapter Outline

Learning Objectives

- Explain the leader's role in employee engagement.

- Identify and describe leadership skills linked to expectancy theory.

- Describe goal theory.

- Describe how leaders can motivate others through recognition.

- Understand the characteristics of coaching and how to practice coaching skills and techniques.

- Describe how executive coaches help enhance leadership skills.

Leadership & Employee Engagement

- Effective leaders are outstanding motivators and coaches.

- A broad purpose of leaders applying motivation and coaching techniques is to get employees involved in their work and excited about working for the organization.

- **Employee Engagement** refers to the commitment workers make to their employer.

- Leaders use motivation and coaching techniques to help keep employees engaged.

Expectancy Theory & Motivational Skills

- **Basic Premise:** *The amount of effort individuals expend depends on how much reward they expect to get in return.*

  - Individuals want to maximize gain and minimize loss.
  - Individuals choose among alternatives by selecting one they think they have the best chance of attaining.
  - Individuals choose the alternative that appears to have the biggest personal payoff.
  - Given a choice, individuals will select the assignment they think they can handle the best and will benefit them the most.

The Expectancy Theory of Motivation
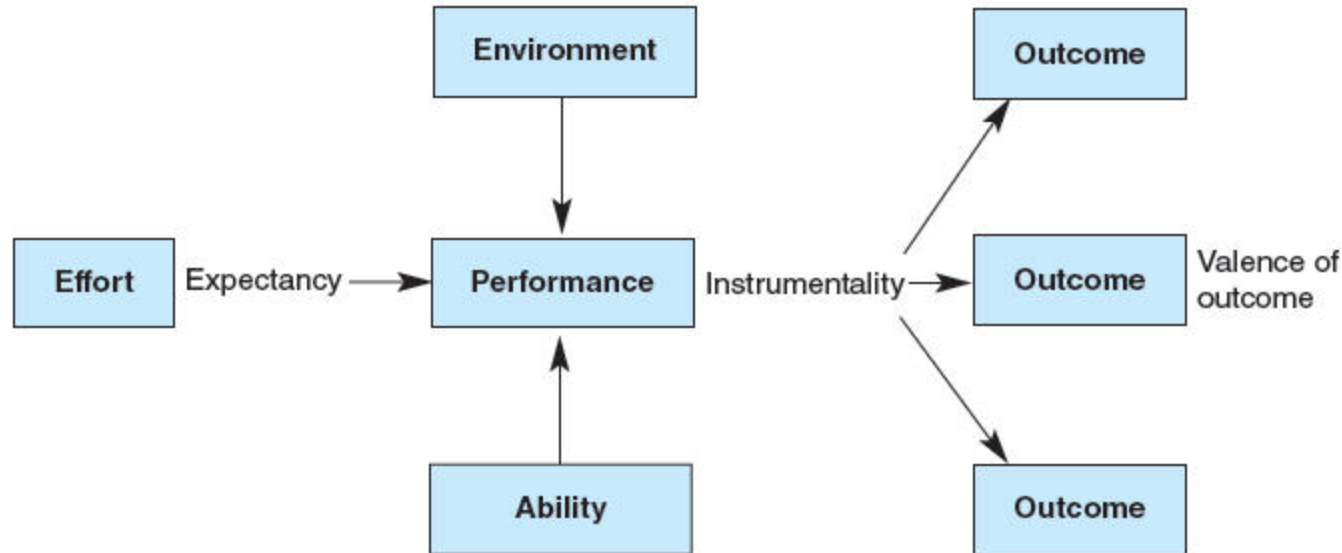
The Expectancy Theory of Motivation

- Three Basic Components – all must be present for motivation to take place.

- **Valence**

  - Attractiveness of worth of an outcome

- **Instrumentality**

  - Probability that performance will lead to certain outcomes

- **Expectancy**

  - Probability that effort will lead to correct performance of the task

Expectancy Theory Leadership Considerations

- Determine what levels and kinds of performance are needed to achieve organizational goals.

- Make the performance level attainable by the individuals being motivated.

- Train and encourage people.

- Make explicit the link between rewards and performance.

- Make sure the rewards are large enough.

- Analyze what factors work in opposition to the effectiveness of the reward.

- Explain the meaning and implications of second-level outcomes.

- Understand individual differences in valences.

- Recognize that when workers are in a positive mood, high valences, instrumentalities, and expectancies are more likely to lead to good performance.

Goal Theory

- **Basic Premise**: Behavior is regulated by values and goals.

    - A **goal** is what a person is trying to accomplish

    - Our **values** create within us a desire to behave in a way that is consistent with them.

    - Individuals who are provided with specific hard goals perform better than those who are given easy, nonspecific, "do you best" goals or no goals.

Goal Theory

VALUES →

GOALS THAT ARE:

Specific
Hard but realistic
Accepted by the person
Used to evaluate performance
Linked to feedback and
    rewards
Set by individuals or groups
Learning oriented

→ **IMPROVED PERFORMANCE**
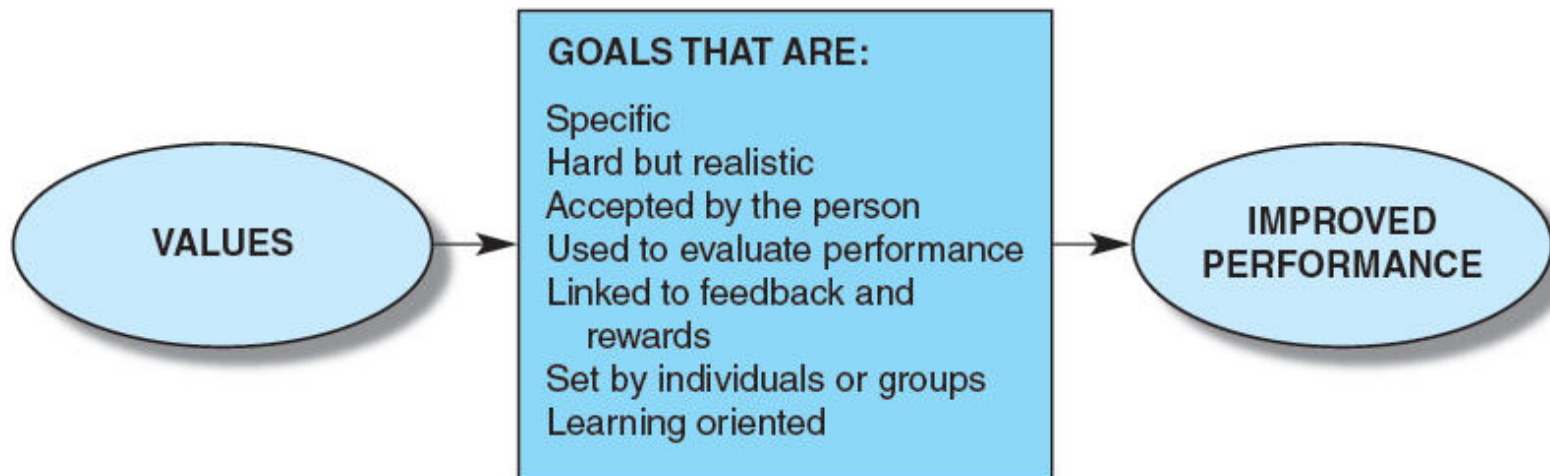
Goal Theory Leadership Considerations

- Specific goals lead to higher performance than do generalized goals.

- Performance generally improves in direct proportion to goal difficulty.

- For goals to improve performance, the group member must accept them.

- Goals are more effective when they are used to evaluate performance.

- Goals should be linked to feedback and rewards.

- Group goal setting is as important as individual goal setting.

- Learning goal orientation improves performance more than a performance goal orientation does.

Using Recognition & Pride to Motivate Others

- Recognition is a strong motivator because it is a normal human need.

- Recognition can be oral, written, or material.

- Recognition, including praise, is low cost and often motivates employees to elevate their performance.

Appealing to Pride

- Pride in a job well done is an intrinsic motivator that contributes to job performance.

- Receiving a gift or bonus is an extrinsic motivator.

- Managers may find their focus should be on pride, not money, as their primary motivating tactic.

Equity Theory & Social Comparison

- **Basic Premise:** Employee satisfaction and motivation depend on how fairly employees believe they are treated in comparison to peers.

- Employees hold certain beliefs about the outcomes they receive from their jobs, as well as the inputs they invest to obtain these outcomes.

- Employees compare their inputs and outputs with others in the workplace – these are social comparisons

- When employees believe they are being treated equitably, they are more willing to work hard.

- When employees believe they give too much as compared to what they receive from the organization, demotivation occurs.

Equity Theory & Social Comparison Leadership Considerations

- Individuals consider their own inputs in relation to outcomes received – and they also evaluate what others receive for the same inputs.

- Equity exists when an individual concludes his/her own outcome/input ratio is equal to that of other people.

- Inequity exists when an individual's ratio is not the same as that of other people.

- The highest level of performance occurs when a person has ratios equal to those of their chosen comparison person.

- When an individual perceives inequity, they are likely to engage in an action leading to a negative outcome for their employer.

- It is important for leaders to recognize the consequences of inequity and take steps towards an equitable workplace.

Coaching as an Approach to Motivation

- Effective leaders are good coaches – and good coaches are effective motivators.

- Coaching is a way of enabling others to act and build on their strengths. To coach is to care enough about people to invest time in building personal relationships with them.

- The purpose of coaching is to help the employee learn from the job and develop as an employee.

- Coaching is giving employees the resources they need to make their own decisions.

Fallacies About Coaching

- Coaching applies only in one-to-one work.

- Coaching is mostly about providing new knowledge and skills.

- If coaches go beyond giving instruction in knowledge and skills, they are in danger of getting into psychotherapy.

- Coaches need to be expert in something in order to coach.

- Coaching has to be done face-to-face.

Coaching Skills & Techniques

- Communicate clear expectations to group members.
- Build relationships.
- Give feedback on areas that require specific improvement.
- Listen actively.
- Help remove obstacles.
- Give emotional support and empathy.
- Reflect content or meaning.
- Give some gentle advice and guidance.
- Allow for modeling of desired performance and behavior.
- Gain a commitment to change.
- Applaud good results.

Executive Coaching & Leadership Effectiveness

- Executive coaching is a form of coaching where managers consult with professional coaches to work towards becoming an effective leader.

- Executive coaches are hired to:
  - Develop high potentials as leaders or facilitate a leadership transition
  - Act as a sounding board to leaders
  - Address derailing, or failing, leadership behavior

- Executive coaching does have downfalls:
  - Coach doesn't thoroughly understand a situation and offers bad/poor/incorrect advice
  - Coach isn't truly qualified though indicates they are
  - Leader becoming dependent on the coach

Summary

- Effective leaders are outstanding motivators and coaches.

- Expectancy theory of motivation is useful for developing motivational skills because it is comprehensive, building on other theories of motivation.

- Expectancy theory has several implications and provides guidelines for leaders.

- Goal theory is a basic process that is directly or indirectly part of all major theories of motivation.

- Recognition and reward programs are a direct application of positive reinforcement.

- Leaders and managers often consult personal executive or business coaches to help them be more effective leaders.