An Organizational Assessment of Motivation and Performance in the Workplace

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An Organizational Assessment of Motivation and Performance in the Workplace

Abstract
This report focuses on motivation in the workplace, specifically, how motivation affects the work and performance of the staff members at Lavery Library. For the purpose of this report, motivation can be described as "the complex forces, needs, drives, tension states, or other mechanisms within us that will create and maintain voluntary activity directed toward the achievement of personal goals" (Skemp-Arlt & Toupence, 2007, p.28). The recommendations in this report are based on the combined data from the initial motivation survey as well as the responses from the focus groups. The purpose of this report is to establish what specific factors contribute to the motivation of staff members; to establish their current levels of motivation and its effect on their perceived performance; and to present a finalized report to the organization that summarizes important findings, recommendations, and best practices for the future. The 16 qualitative questions in particular were meant to gather information specific to the individual staff member completing the survey. While staff members were encouraged to be as specific and descriptive as possible in their responses, it should be noted that because answers were qualitative, some interpretation of answers was required. This report should not be taken as a performance evaluation of either Lavery Library, staff members, or managers. Rather, it serves as a "snapshot" objective assessment of the current status of employees' motivation and performance. Furthermore, it also serves as a means by which to gain increased insight into the morale, feelings and opinions of these employees.

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An Organizational Assessment of Motivation and Performance in the Workplace

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# Table of Contents

An Organizational Assessment of Motivation and Performance in the Workplace

- Introduction to Report ................................................................. 6
- Background of Organization ...................................................... 6
- Overview of Method and Design ................................................. 7
  - Survey: .................................................................................. 7
    - Description of Survey ............................................................ 8
    - Data Analysis ........................................................................ 8
    - Rationale ............................................................................. 9
- Focus Groups: ............................................................................ 9
  - Population ............................................................................... 9
  - Focus Group Questions ............................................................ 9
  - Data Analysis Procedure ....................................................... 9
  - Rationale ............................................................................. 10
- Key Findings From Surveys and Focus Groups ......................... 11
  - Strengths .............................................................................. 11
    - General Rewards and Recognition ........................................... 11
    - “Way to Rock” Program ......................................................... 12
    - Interaction and Relationship With Co-workers/Supervisors .... 12
    - Feedback and Evaluation ....................................................... 13
- Areas of Concern and Issues .................................................... 14
  - General Rewards and Recognition ........................................... 14
  - “Way to Rock” Program ........................................................... 14
  - Interaction and Relationship with Co-workers/Supervisors ...... 15
  - Feedback and Evaluation ........................................................ 16
- Equity ...................................................................................... 17
- Pay-scale ................................................................................. 17
- Pay .......................................................................................... 17
- Job Ambiguity .......................................................................... 18
- General Concerns .................................................................. 18
- Lack of Ongoing Evaluation .................................................... 19
- Ideas for Improvement in the Areas of Motivation, Performance, and Morale ......................................................... 20
- Introduction and Purpose .......................................................... 20
Introduction to Report

This report focuses on motivation in the workplace, specifically, how motivation affects the work and performance of the staff members at Lavery Library. For the purpose of this report, motivation can be described as “the complex forces, needs, drives, tension states, or other mechanisms within us that will create and maintain voluntary activity directed toward the achievement of personal goals” (Skemp-Arlt & Toupence, 2007, p. 28).

The recommendations in this report are based on the combined data from the initial motivation survey as well as the responses from the focus groups. The purpose of this report is to establish what specific factors contribute to the motivation of staff members; to establish their current levels of motivation and its effect on their perceived performance; and to present a finalized report to the organization that summarizes important findings, recommendations, and best practices for the future.

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Background of Organization

St. John Fisher College in Pittsford, NY has several departments that contribute to the development and education of its many students as well as both faculty and staff. One of the most important of these departments is that of Lavery Library. The mission statement of the library states that “Lavery Library is a teaching library at the center of academic life. It is a multipurpose center,
located in the heart of the St. John Fisher campus, providing academic support, collaborative learning, and cultural enrichment for St. John Fisher students, faculty, and staff, and for the greater community of scholars” (Lavery Library mission statement, http://library.sjfc.edu/descrip.asp, 2007). The staff members at Lavery Library are dedicated individuals who provide a welcoming and beneficial environment to its many patrons through the amenities that each department provides.

The library has gone through a number of changes and renovations since its original construction and dedication in 1975. Most recently, Lavery Library acquired a new library Director, Melissa Jadlos, in 2006. Since Melissa began with Lavery Library, she and the staff have made many improvements to the library, from improved structural design to accommodate Fisher’s diverse clientele, to advances in cataloguing and research methods to make educational material more readily accessible.

With all the changes that have occurred in the last few years, an assessment of the library staff was due. Organizational assessments and “health checks” should be routinely administered, but even more so when there has been dramatic change. It is important to remember that the employees and staff members are the individuals who will have an effect on whether a change effort succeeds or not. That stated, it is necessary to determine what elements affect their motivation and performance so that they are able and willing to do the best job they can and remain committed to their organization. Commitment can be described as “the process by which people come to think about their relationship with the organization...the extent to which their own values and goals are congruent with those of the organization” (Mowday, Lyman, & Steers, 1982, p. 26, as cited in Alatrista & Arrowsmith, 2004, p. 537).

**Overview of Method and Design**

**Survey:**

**Population**

In January 2008, all staff members, including all full-time, part-time, and work-study students of Lavery Library, were invited to complete an anonymous survey intended to evaluate the current levels of motivation and performance. In total, 17 staff members (13 females, 3 males) ranging in age from 18 to
61, participated in the surveys. Of these participants, 6 were full-time, 4 were part-time, and 7 were work-study staff. All participants were guaranteed confidentiality of their responses. It should be noted it was critical to include each level, age group, and gender of employee in this study so as to have the most accurate representations of employee opinions. As recently as 2006 for example, Mayfield and Mayfield (2006) reported statistics that approximately “20% of the US workforce is composed of part-time employees, with 22% of these part-time workers over the age of 55” (p. 132). With statistics as significant as this, it is crucial that each type of employee be viewed as essential to the organization’s function as another.

**Description of Survey**

The survey included 2 sections of questions: Quantitative and qualitative. The 31 quantitative questions of the survey focused on evaluating specific features of one’s job with relation to motivation and performance. The quantitative questions also served as support for the written answers. These questions can be found listed under Appendix A-1.

The qualitative questions of the survey included 16 open ended questions. These questions asked the participants to provide their own definition of motivation; their opinions as to how their workplace affects their motivation and performance, and provide suggestions for programmatic improvement. The questions for this survey may be found under Appendix A-2.

The motivation surveys were distributed and collected from staff members in late January 2008. The survey contained 47 questions (31 quantitative, 16 qualitative).

**Data Analysis**

The data from these surveys was then organized into an executive summary. This summary was used for follow-up in the focus groups to discuss the results and begin work on the construction of a revised motivational best-practice model. In effect, this data constituted a “needs analysis” and set of recommendations that would be used in designing a new model so as to improve systems and interactions among staff.
Rationale

The purpose of this survey was to “benchmark” how the Lavery staff perceived motivation and recognition in the workplace as well as touch on some ideas for improvement. This data would then be the starting point for further dialogue and constructive improvement by means of the focus groups that followed. The goal of this survey was to gain insight about the current motivational practices, needs, and wants of the staff; the elements within the workplace that contribute (or inhibit) workplace motivation; and ideas as to what elements should or could be changed to better motivate staff members.

Focus Groups:

Population

Two focus groups and one individual meeting were also conducted to further explore the findings which came from the earlier surveys. The focus group participants included five full-time, three part-time, and one work-study student.

Focus Group Questions

In these focus group sessions, staff members received an executive summary in which survey data was broken down into three sections: Strengths, Weaknesses and Area of Concern, as well as a list of recommendations based on the former sections. Staff members also received a set of written questions regarding their opinions about each section of the executive summary. A list of these questions can be found under Appendix B.

Data Analysis Procedure

The data from the focus groups was reviewed and a set of recommendations for improvement with regards to motivation and performance were developed. These recommendations are listed later in this report.
Rationale

The focus groups provided beneficial as well as necessary clarification for each portion, with the understanding that what was discussed in these focus groups would strongly influence the final report. Among the useful aspects of the focus groups, one of the most beneficial features was that staff members from the different departments were able to dialogue and converse with each other in an open, honest, and most importantly, safe, environment.
Key Findings From Surveys and Focus Groups

"Note that major findings in each section are not listed in any particular order. No section should be taken as "more important" than another. When possible, staff members who gave responses to each section will be noted.

Strengths

General Rewards and Recognition

The majority of respondents to the initial survey (work-study students some full-time and part-time) expressed a certain amount of satisfaction with the rewards currently in use such as gift cards, plaques, and certificates from supervisors and/or the college. Based on the responses, these rewards typically conveyed a feeling of thanks and appreciation to the recipients, especially to full-time staff and those employees who have been with the organization longer. As was expected, many of the younger or work-study employees expressed that having food (pizza, candy, coffee, etc.) was always a "pick-me-up" during shifts; it gave them not only more energy, but when "treats" were given as a result of good work or recognition, they felt "great about doing my job well and being recognized for it".

It was also noted that a fair majority (14 out of 17 responses) of employees appreciate both verbal and/or written notes of "thanks" from supervisors for their work on organizational projects, help, and good work in general. Many of the full-time, as well as some of the part-time staff, also mentioned that opportunities to attend workshops and conferences in order to gain knowledge, skills and networking opportunities was a good thing. These were considered strong motivators in the sense that they could use the information from these learning opportunities to really contribute to their organization. It also provided opportunities to network with other professionals in similar positions. It is important to note that there were exceptions and a few suggestions for improvement. However, overall, the majority of staff seem to be happy with the rewards and recognition in place at Lavery Library.
“Way to Rock” Program

This program was developed by the staff in the circulation department and is intended primarily for the work study employees in that department. Almost all of those who took the survey and were part of the circulation department felt (9 out of 10 responses) that the “Way to Rock” program was a great way to recognize what would otherwise be mundane work. A few noted that “shelving” is not the most motivating job. However, having a way to make it more fun for students is important. Most students (as well as other full and part time staff) agreed that it was a good way to motivate students to not only do the best job they can, but are encouraged to strive to do better work in the future. It seems that most students and faculty involved with the “Way to Rock” program feel that it is a positive motivator in the work environment at Lavery Library.

Interaction and Relationship With Co-workers/Supervisors

In both the quantitative and qualitative portions of the survey, employees were asked about their relationships with co-workers as well as general interaction with other employees. Based on these responses, it was deduced that a fair majority of employees enjoyed their relationships with co-workers. 82% of respondents felt that friendships increased or greatly increased motivation and 76% also indicated that social interaction increased or greatly increased their motivation. Approximately 70% stated that friendships with co-workers improved their performance.

Many of the respondents noted that they looked forward to working with others and said that “having friends at work” makes their jobs “easier to bear” when times are rough and also contributes to a generally friendly and cooperative atmosphere. Based on question 13, it appears that many employees feel valued by their management, an average of 8.9 out of 10. Similarly, employees rated the appreciation from co-workers on question 14 an average of 8.3 out of 10.

It should also be pointed out that of the staff who responded to the survey and participated in the focus groups, the majority indicated they were happy with Melissa Jadlos’ style of management and approach. They have seen many improvements to the organization as well as various improvements to the operations of the library and the staff. Based on this information, it is
clear that overall, employees enjoy the relationships with their co-workers and management and look forward to opportunities which allow teamwork.

Feedback and Evaluation

Part of the survey focused on feelings about feedback and its effect on employee performance and motivation. From the responses it was gathered that employees (16 out of 17 responses) generally enjoy and value the feedback they receive, specifically on tougher projects and tasks. It should also be pointed out that both forms of feedback, verbal and written, were appreciated because they acknowledged individual and team performance and they pointed out opportunities for improvement; good work and performance; recognizing the person (or team) that did the work; as well as pointing out areas for improvement and recommendations for the future.

This form of acknowledgement was very important in that when both good things and things to be improved are discussed, in a positive and constructive manner, employees are motivated to improve their performance in the future, instead of merely doing more of the same. Employees rated their satisfaction with feedback they received an average of 8.2 out of 10. “Verbal feedback is important so that everyone knows where they stand and it highlights people’s strengths”. Overall, it would appear that the staff at Lavery Library find that not only is feedback important in helping them to do their daily tasks, but when given in a positive, caring attitude, feedback contributes to a high level of motivation and performance.
Areas of Concern and Issues

General Rewards and Recognition

While many of the respondents reported that they were satisfied with the current system of rewards and recognition, it was pointed out by several that some of the rewards given out are not age or skill appropriate. For example, it was mentioned that the “great job cards” or “wow slips” from HR and supervisors are somewhat demeaning or condescending as education levels go up, even though it may be appropriate for “younger staff”.

In the case of “off-site” education opportunities such as workshops and seminars, there were some mixed feelings. Given the full and part-time staff who are interested in educational opportunities, several reported that these are not always offered regularly or made known to staff who would benefit from such activities. This is turn was said to cause some frustration and anxiety about work. Based on the responses, it seems there is a concern that some types of rewards or recognition are inappropriate for the skill level of the recipient(s) and that educational opportunities are not always made known or available to staff.

“Way to Rock” Program

Most who were involved or knew about the program were very satisfied. Yet a few individuals indicated that while they were aware of the program, they had no participation with it because it was “for the circulation department”. This contributed to a feeling of “being left out” for some staff and actually served as a de-motivator since these individuals felt that they were not getting recognized for their hard work while others were. However, it is important to note that through discussion during the focus groups some clarification to this problem was addressed. The staff in the circulation department had developed this program on their own time with the intention of recognizing their work-study students. There was never any intention to exclude other staff or departments. This issue will be addressed in the recommendations section.
In a related matter, there was some mention that while most employees involved with the program were happy now, a concern is that “it will quickly become passé” and will no longer serve its purpose and that they believe the program is merely a gimmick. Again though, through discussion during the focus groups, the point was made that as with any program, there are naturally going to be periods where it “waxes and wanes”; whether because students are “stressed out” in general or because the students aren’t as motivated by the recognition and rewards as they were in previous times. This issue will be discussed further in the recommendations section as well. The concern here is that the “Way to Rock” program is not offered or made known to all departments within the organization. There is also concern that if no “updates” or improvements are periodically made to the program, it will no longer be motivating for staff.

Interaction and Relationship with Co-workers/Supervisors

There was some mixture of feelings in this area as well. Some of the full and part-time staff (4 out of 10) felt that while in general they like working with others, they also feel at times that they have been “taken advantage of” by other co-workers in terms of providing help and guidance. They feel that always being the “go-to” person prevents them from completing their own work and that many staff do not make an attempt to learn from the assistance that is given. This has led to a decreased need to work with others and less motivation to provide help/assistance in the future.

A couple of the respondents mentioned that they believed that there is a high level of segregation between departments, which negatively contributes to a number of areas. Employees do not feel that they can interact with other departments for help and general communication. They feel isolated within their own departments, and many feel a sense of tension and stress. These problems also contribute to decreased channels of communication, resulting in confusion and again, less motivation to do their best job. However when addressed during focus groups, staff members were quick to mention that the so called segregation isn’t something that any one department or individual is responsible for creating. The nature of each department is such that their tasks are completely different from other departments, so it’s rare that someone from circulation, for example, would have to answer questions pertaining to the reference department.
That stated, due to the differences in job task between departments, it does limit social interaction to a lesser extent. Many reported that while they enjoy their interaction with immediate co-workers (within their department), they wished that there were more opportunities to interact with the other departments on a more frequent basis.

Clearly, there is room for improvement with relationships to co-workers especially in the areas of communication and cooperation.

Feedback and Evaluation

There are a few concerns that were raised in this area. The majority of staff both received (16 out of 17, or 94%) and generally enjoyed feedback, (88%) and felt that it was both beneficial and motivating. The complaint was that it was often very infrequent and that there were not enough “formal review” opportunities, specifically for work-study students. Many employees were unable to specify how often they received feedback other than the casual spoken or written “good job” or “nice work”. The frequency and type of feedback/evaluation received also depended largely on one’s position within the organization. Work-study and some part-time employees rarely received the opportunity for annual or semi-annual formal review. Of the full-time employees that took the survey, they said that they received an annual performance review, but sometimes with little feedback in between.

The disparity of feedback and evaluation between the different levels of employees has led to feelings of being less valuable or important; frustration when it comes to trying to determine what employees can do to improve themselves and their work; as well as a lack of opportunity for employees to voice concerns to supervisors. On a related note, some of the feedback that they received was inappropriate for their education/skill level. It was also mentioned that some praise and feedback was insincere, or “flaky”, which was said to “cause a decreased respect for the administration” and a decreased level of motivation for their job. One staff member went as far as to say (with regards to feedback and being valued) that “the college administration de-values the library, Librarians, and library staff”. When people feel as though their work does not receive appropriate feedback, their motivation to continue at their current level of performance dramatically decreases. Feedback is an essential part of any organization. Based on the responses from the survey, the quality as well as the frequency of feedback could be improved dramatically.
Equity

Equity was brought up frequently throughout the responses from the survey, the majority coming from full and part-time staff. Of the full and part-time staff 6 out of 10 or 60% felt that there was a lack of equity in the organization, especially when it came to penalization. It was noted that individuals who are perceived as “not completing work”; do little when they are working; or were frequently absent or late, are not penalized and are furthermore treated the same as “those who work harder” and “pick up the slack of others”. The individuals who brought up this point stated that they are far less motivated to do their job or work more diligently when they see others getting by doing very little while they are “swamped”. “Employees want to be treated and rewarded in a fair and equitable manner regardless of age, gender, …or other similarly defined categories” (Ramlall, 2004, p. 58).

Pay-scale

The college policy on merit pay/performance was mentioned by a few people specifically pertaining to how it seems to act in the opposite direction. That is, people who are perceived by co-workers as not working hard or as hard as others receive the same pay increases as those who see themselves as working harder than others. This in turn dramatically lowers motivation and performance. To quote one individual: “A system of equity must be put into place; raises and praise do not erase my frustration, reduce my workload, or relieve my stress on a day-to-day basis”. This relates back to a lack of recognition when these staff members work hard to complete their tasks and help others, yet are not recognized for it.

Pay

It was clear that many staff members (full time, part time, and work study) were unhappy with the current pay-scale. Many people stated that their pay is below the median range for their profession, responsibilities, and workload; that they are unaware of any type of “merit” pay; and many were unsure as to what was required in order to be eligible for pay-raises or promotions. While
the staff at Lavery Library do enjoy their job and doing it well, when they look at their pay check they do not feel the same way. There is a very real concern that for those employees who feel that there is little pay equity in the workplace, they are less motivated in general which will, if ignored for too long, lead to poor performance and morale. The same is true for employees who believe they are underpaid. The danger, beyond merely low motivation and poor performance, is that employees will leave the organization for another job that they think will give them what they need, which will only contribute further to decreased morale in other employees.

Job Ambiguity

Another theme that seemed to emerge was the lack of job clarity. It was agreed in both the survey and focus group responses that some of the frustration and hence lack of motivation and performance came from the fact that not all staff members have clear job descriptions. Some of the responses mentioned that it was upsetting when they were not told that for example, they were responsible for overseeing a particular job function or task only to find out after the fact that they were responsible for it. It also led to job frustration when there was overlap in job descriptions between staff members.

This observation is believed mainly to be a factor in the recent changes that have taken place within the organization. While it is clear that many aspects of the organization have changed, job descriptions have not had the chance to be addressed properly yet.

General Concerns

While not relating to any specific question, a few other concerns were raised. A couple of responses mentioned the fact that in some cases, people are scrutinized far too much, while at other times, people are not supervised at all: “Early arrivals and night staff have no boss to make sure they are working”. During focus group discussion, some staff members were surprised to hear this comment. This resulted in a dialogue that brought up the point that not everyone knows the other departments' work schedules, and for that matter, the systems by which they operate. In the future, if there are concerns such as this one, it is appropriate to ask department managers or address concerns to gain clarification. It should not be done in an accusatory manner.
Other responses from full-time, part-time, and work-study staff mentioned that they did not feel as though they were frequently given the opportunities to participate in decision making or planning as much as they would like. There was also the complaint that staff members would like more opportunities to be creative within their jobs and or departments.

Lack of Ongoing Evaluation

One of the key points to emerge from the surveys and focus groups, was that an evaluation such as the one conducted in this project, has rarely (if ever) been conducted with the staff at Lavery Library. Many of the full and part-time staff members during focus groups brought to attention the annual evaluations that the St. John Fisher Human Resource Department sends out. Most thought that these “evaluations” were useless. The evaluations are so general that most of the library staff found it difficult or confusing when trying to complete certain portions. It is also difficult for the library staff to emphasize in these evaluations the specifics and importance of their jobs so as to make themselves better candidates for promotions, raises, and/or recognition.
Ideas for Improvement in the Areas of Motivation, Performance, and Morale

Introduction and Purpose

The purpose of this project was to provide the staff of Lavery Library with a comprehensive model or set of best practices that would improve employee motivation and ultimately performance. Using the information derived from the surveys and focus groups, the data was analyzed and recommendations for improvement in the future are presented in this section. It should be clear that by no means are the staff of Lavery Library required to use any of the following recommendations. These are meant simply to serve as ideas and suggestions to improve employee motivation.

Recommendations

General Rewards and Recognition

There were quite a number of suggestions provided by the staff in the surveys. Some members of the staff mentioned that every five years there is a “service-recognition luncheon”. At this luncheon, certain employees are presented with plaques, certification, and/or gift cards. While many were satisfied by the awards, the reality is that five years is simply too long an interval to have community recognition. This type of event should be done annually. Furthermore, if the service-recognition event is normally campus-wide, the library may find it beneficial and more meaningful to employees if they have their own recognition event.

Another suggestion to improve reward and recognition is that they should be more “age-appropriate”; for example, pizza and candy treats may be appropriate and appreciated by younger and/or work study staff; however, it may not be valued as much by older, full time staff, and may be taken as offence instead of appreciation. Some staff said that they enjoyed more tangible rewards or recognition, such as gift cards (Barnes & Noble, Wegmans, tickets to local museums, etc.). Sometimes, simply asking what people like is an effective way of motivating them. If employees are
uncomfortable speaking directly about rewards, short anonymous surveys can be given out to address this issue. The important thing to keep in mind is that by acknowledging employee wants, needs, or opinions, managers show that employees are important and what they say matters, which is ultimately the goal. Any reward or recognition program must incorporate a wide variety of techniques that appeal to different genders, ages, income levels, education, and job type (Wiley, 1997).

“Way to Rock” Program

While this program seems to have an overall favorable response from students, some improvements could be made. There was some response from staff that they were unaware of the program as they were not part of the circulation department. While this is not the view of all staff members, some responses suggested that they felt left out of the program.

During the focus group discussion about the “Way to Rock” program, one idea that surfaced is that it might be beneficial and motivating for each department of the library to develop their own personal recognition program. This would resolve a few issues. All staff members would have the opportunity to be included and recognized within their department. Feelings of being “left out” would also likely diminish. When there are feelings of being left out, it gives the impression that their opinions do not matter. By including all departments within the library, commitment to the program will increase because staff will believe that that can make a positive contribution.

The point was made by members of the circulation department (and ultimately those responsible for the “Way to Rock” program) that it is a “daunting” task to keep track of work worthy of recognition by employees within their own department, much less keeping track of everyone else with whom they may or may not interact. In this case, again, having each department of the library responsible for their own recognition program would seem beneficial to having more opportunities for staff recognition.

In addressing the issue of not having enough opportunity to interact with other departments, it may be motivating and encouraging to staff members to post recent recipients of
recognition for excellent work in a public area where recipients can be appreciated by all departments and not simply their own.

There are many resources available to organizations that are in the process of creating or wish to create a recognition/rewards system. Robbins (2005) provides a general outline for instituting various motivational programs listed as Appendix C. Milas (1995) emphasizes that every “recognition initiative” (p. 140) should be supported by the following attitudes and behaviors listed as Figure 1.

**Figure 1**

| 1. Sincerity | 4. Consistency |
| 2. Fairness | 5. Timeliness |
| 3. Appropriateness | 6. Importance |

Regarding the “Way to Rock” program, as with any system of reward or recognition, there should also be visible guidelines that make it clear to staff what factors constitute a “rock star” recipient. It should also be made clear to the recipients how recommendations are made so they can understand how other recipients were chosen over them and adjust their performance appropriately.

As mentioned earlier, there were some concerns raised about the effectiveness of the “Way to Rock” program over the long term. To address this concern, it is recommended that those who manage the program routinely administer brief, open-ended questionnaires to students regarding the various aspects of the “Way to Rock” program. New student workers are routinely added to the staff at Lavery Library and with that, individual preferences as to rewards/recognition will inevitably differ from year to year. Recognizing and actively making changes based on these preferences will ensure that the program’s purpose of motivating students remains constant.

**Interaction and Relationship with Co-workers**

Based on the responses, many staff members, especially work-study students, want more “get-together” opportunities with other staff members. These events often allow employees to not only interact with each other outside the workplace, but they also serve to help integrate new.
employees as well as different departments into the entire culture of Lavery Library. Having holiday parties, beginning-of-the-semester get-togethers, and end of the semester fare-wells are all events that foster a sense of community, belonging, and value amongst staff. Another suggestion is to have team building opportunities, perhaps at the beginning of each semester which would encourage teamwork as well improve the working relationships amongst staff (Green, Chivers, & Mynott, 2000).

**Feedback and Evaluation**

While the majority of the staff said that they do receive feedback, there was a complaint that it was frequently delayed. This presents a problem in a couple of areas. When feedback is not given in a timely way, especially when it involves responding to a recently completed task, employees are often going to feel disappointed, believing that their work isn't valued. Also, when feedback is late, an individual or team may not make the association between the feedback and the task they are receiving it for, positively or negatively.

Improving this problem seems relatively simple. When employees are seen doing something right (or wrong), it should be addressed as soon as it is recognized. As a co-worker, letting another person know you appreciate their work has a meaningful effect. As a manager/supervisor, providing timely and appropriate feedback helps to eliminate any task/job ambiguity. “Accurate and clear communication plays a critical role in reducing job uncertainty, especially in time of organizational change” (Chalmers, Liedtka, & Bednar, 2006, p. 185).

To address the issue of too much “informal” feedback, it is suggested that every staff member have at least one annual performance review with their supervisor/manager, along with one interim review. These reviews do more than provide a means of saying “good job on project A”; they also can be a means of letting employees know what they can improve on, especially if they are seeking to get promoted.

Daily feedback is a useful tool because it keeps people going. The majority of survey responses noted that feedback not only makes people feel appreciated, but it enables staff to improve performance and “refocus” their energy and stay on track. It also serves to prepare
employees for reviews so that they don't walk into them wondering if they are doing well or not. Full performance reviews enable the person to person dialogue in a formal setting, so that both can share what is on each other's mind.

**General Communication**

In terms of general communication, the complaint was that there isn't enough of it, especially on projects. When communication is unclear, the chance of confusion is increased which only serves to frustrate all people involved. There are a number of relatively simple suggestions to improve this problem however. One of the most important things is to be clear with instructions. Even when the communicator believes that he/she is clear, it's always helpful to the intended audience if they understand what has been said. This ensures that everyone is on the same page. “Communication builds relations, allows cooperation, and generally fosters a pleasant working environment” and “the employee can be motivated and made to feel a true part of the organization” (Green, Chivers, & Mynott, 2000, p. 382). Good communication also serves to improve the “psychological contract” between managers, co-workers and employees (Altrista & Arrowsmith, 2004, p. 545).

It’s also important to use a certain amount of humor so that directions don’t come off as too stiff, but you must still be genuine with the intended audience. One of the concerns the staff of Lavery Library mentioned was that some feedback or general communication came off as “flaky’. This quite often can be attributed to a misunderstanding of context. In discussion during the focus groups, the point was raised that sometimes it can be challenging to deliver difficult or unpleasant news in a way that still appears upbeat. If the speaker is considered to be “trying too hard” to make light of a situation, the audience may be more upset with this delivery than if the news was given in an honest manner. It is important that if there are concerns, they should be addressed. If the task at hand is going to be difficult, express that, but also remind staff or co-workers that you have faith that it can be accomplished. By following this advice, staff members may understand that elements of a task may be difficult. However, they will have confidence in themselves because their manager or supervisor has conveyed to them that they have trust in their abilities.
There are some other helpful suggestions to make the communication more effective. When expressing ideas and opinions, try not to attack “the messenger” but rather focus on the elements of an issue. Try not to interrupt other speakers. Instead write down thoughts so they are not forgotten and bring them up when the speaker is done. When people are interrupted, it often leaves the impression that their contributions aren’t important and it only serves to create a hostile environment.

**Job Descriptions**

It was clear from the full and part-time staff responses that new and updated job descriptions are needed. When employees do not have clear job descriptions pertaining to one’s position, duties, and flexibility, it can be expected that they will feel confused, frustrated, and ultimately angry. This is not beneficial to anyone and only serves to create unhappy and unmotivated employees. According to Gan and Kleiner (2005):

The number one complaint about job descriptions…is that they are not reflective of the individual’s actual duties. This is because a person’s position often entails duties that are not easily predictable and therefore not stated in their job descriptions. Job descriptions must be written to communicate the position’s level of flexibility. (p. 52)

Gan and Kleiner offer the following guidelines for effectively writing job descriptions:

1. Gather all relevant information pertaining to the essential functions of the position
2. Use short, concise, and clear writing to create a list of essential job functions.
3. State the frequency of each function or duty and the percentage it comprises of total daily work.
4. State the requirements (knowledge and skills) of the position with an emphasis on what is required and what is considered “ideal”.
5. Define the level of position (entry, mid, or supervisory).
6. Define level of authority, access levels, accountability, and decision making responsibilities based on position.
Ideally, there should be routine updates and revisions to job descriptions within the organization, specifically those that are key positions within the organization as well as positions that are historically high turnover. When employees and staff have clear expectations of their positions, will expectedly be more satisfied within their job, and ultimately be more productive.

**Pay Scale**

Addressing employee concerns over pay is a topic that always remains near the top of the list when it comes to employee dissatisfaction. As stated by Green, Chivers, and Mynott (2000) (regarding resources of libraries), “…financial resources are usually restricted, and only limited finances are available for staff salaries” (p. 381). That stated, changes in the financial sector do not come often and when they do, they come slowly. Lack of financial resources in private sector organizations is also believed to support the findings of Buelens and Van den Broeck (2007) regarding public and private sector motivation. They found that “pay is a much greater motivator for private sector employees, supervisors, and manager” (p. 66).

While these issues are challenging, there are some suggestions as to how to improve some of the problems the staff at Lavery Library face in this regard. First, complaints about pay should be taken seriously (Rynes, Gerhart, & Minette, 2004, p. 389). The worst thing that can be done to demotivate staff is to disregard their concerns.

There needs to be a document available to all staff, either from the library itself or from HR, that describes the process for how employees are evaluated and considered for raises/pay. This is crucial for a couple reasons. One, it ensures that staff know exactly what is expected of them in terms of their job performance. Two, it eliminates guesswork for managers/supervisors when it’s time to do performance evaluations. Supervisors are then able to talk with staff and explain that based on the pay-scale/evaluation document, they are either eligible or not eligible for raises.

A meeting between Lavery Library administration and HR/payroll should take place to address the concerns of the staff and to “evaluate current pay systems with respect to the strength of pay-performance” (Rynes, Gerhart, Minette, 2004, p. 390). While addressing the issue of pay is a difficult topic, it should not be ignored. Pay level demonstrates to an employee how much they are
valued by their managers as well as their organization. Based on their perceived level of value, an employee's motivation and subsequent performance can fluctuate greatly (Gardner, Van Dyne, & Pierce, 2004).

**Equity**

While the subject of fairness and equity was brought up by staff members, through further discussion and examination of focus group responses, this problem seems to stem from the same area as many other problems: Unclear communication and context, especially between departments. It may not always be clear to staff members how one department operates compared to the next. What is perceived and what is reality may be two very different things and this must be kept in mind when comparing for example, the workload from one department (or individual) with another.

Context is also crucial here. It can be expected that there will naturally be periods where one department has more or less work than another simply because of the time of year and this should be taken into consideration before assuming that they “are not doing as much as others”.

**On-going Organizational Evaluation (Health Check)**

Based on the overall assessment of the data from the surveys, it was apparent that few organizational “health checks” had ever been conducted, if at all. Rothwell (2005) states that “evaluation is the process of simply placing value” (p. 272). He goes on further to state that “evaluation is carried out for four reasons” (p. 272):

1. It provides information about what changes resulted from implementing a particular strategy.
2. Provides information about how much change resulted from the strategy
3. Presents suggestions about what values can be placed on the changes
4. It suggests how much value can be assigned to those changes.

Essentially, evaluation provides a necessary and beneficial means of tracking progress and placing value on the progress that has been made.
Due to the fact that Lavery Library has gone through so many changes recently, it is important that progress continue to be measured. It is equally important however to measure and evaluate the status of employees’ feelings, attitudes, and behaviors and their effect on performance. There recommendations for this are:

1. Based on the perception that “HR evaluations are useless”, the idea was put forward during focus groups that each department work as a team to create their own evaluations that would better reflect their functions and contributions to the organization. These would then be attached to the annual HR evaluations.

2. Each department create their own personal “health check” survey that would be periodically distributed to their employees to be completed, analyzed, discussed, and if appropriate, implemented.

3. It is also recommended that representatives from each department form a committee whose purpose would be to create and distribute a survey that addresses organization-wide issues. This would be distributed annually to all staff members to gain perspective on current strengths, weaknesses, and ultimately provide recommendations for improvement. Since preferences, feelings, and attitudes change over time, it is important to have ongoing evaluation so that managers (as well as HR) can provide to most up-to-date and supportive environment possible (Wiley, 1997).

This project, with both the survey and focus groups, served as a much needed outlet for expression by staff members. In any organization, there needs to be continuous monitoring to ensure the organization is functioning and that its employees are satisfied with their working environment. If opportunities for candid upward feedback are unavailable, it can be expected that the morale, motivation, commitment and the performance of employees, and subsequently the organization, will suffer (Alatria & Arrowsmith, 2004). Instituting various surveys to the staff periodically that cover a variety of areas (employee development, organizational progress, motivation, communication, etc.) serves to not only maintain the positive aspects of the organization, but to also identify problem areas and concerns, hopefully before they grow into larger organizational problems.
Intrinsic Motivation

Based on the responses from the focus groups, it seems that external rewards can be beneficial, however, the real motivation should be intrinsic. That stated, more opportunities for internal motivation need to be developed. Current research suggests that some of the largest contributors to internal motivation are also non-financial ones. Other research suggests that “intrinsic job outcomes were more highly related to job satisfaction that extrinsic ones” (Mitchell, 1973, p. 671). Some recommendations for Lavery Library that follow these findings include having more opportunities for staff involvement in decision making and goal setting; fewer rules/regulations or evaluating and retaining only the most necessary ones; more team working; and workplace freedom and creativity (Hijazi, Anwar, & Mehboob, 2007).

Decision Making

Research (Green, Chivers, & Mynott, 2000; Pfeffer & Veiga, 1999) has shown that involving staff members in decision making that affects their job is critical, both for actual work performance as well as motivation. Including staff members in group decision making processes conveys a number of important factors including: 1) Commitment to the decision and ultimately task and organization; 2) A sense of personal self worth (confidence); 3) An increased likelihood that staff members will contribute in the future; and 4) A sense of mutual respect and cohesiveness (Green, Chivers, & Mynott, 2000; Pfeffer & Veiga, 1999). Increased participation also had been shown to promote better goal clarity (Schmack, Bushardt, & Spottswood, 1984). Nelson (1997): “Involving employees in decision making, especially when the decision affects them directly, is both respectful and practical. Those closest to the problem typically have the best insight as to what to do” (p. 46, as cited in Green, Chivers, & Mynott, 2000, p. 383).

Job Enrichment

Many staff members, especially full-time staff, brought up the point that there are not enough opportunities to challenge them in the workplace. They are looking for opportunities where
they can express their creativity, as well as gain knowledge and experience that will help them in their jobs. It seems that many employees are longing for something more than the mundane day to day tasks they are used to doing. A suggestion for how to improve this problem is to provide shadowing opportunities for staff from different departments. Not only will it broaden staff’s knowledge, but it also provides perspective and a medium of understanding as to the effort that goes into someone’s particular job (Green, Chivers, & Mynott, 2000).

Based on employee responses, most staff members are also looking for relevant workshops and seminars or other job enrichment opportunities from which they can gain knowledge and have a chance to interact with other professionals in the same field. Some staff even brought up the point that they would like the opportunity to publish, so that they can bring more recognition not only to themselves, but to the organization. Carr and Tang (2005) report that “the half life of college education is about 3.5 years” meaning that 50% of the knowledge and information students gain is gone in just under 4 years (p. 160). If the above percentage is the representation of actual college students, the percentage reflecting those who are no longer in a position of education can only be expected to be drastically less. Staff members need opportunities to increase their knowledge to stay up to date with current trends as well as stay motivated within their position.

Job enrichment and educational opportunities are commonly used when people feel that they are stuck in a rut and are looking for ways to both improve their job as well as themselves. Especially in American culture, it is important that they continue to make themselves marketable. (Di Cesare & Sadri, 2003). Even if an employee has no wish to leave their current organization, they still need ways to improve themselves. This infers that employees should be seen as valued investments instead of disposable expenses. Commonly, when people are seen as a valuable asset to their organization, not only does it mean more commitment to the organization, but it also means that employees will have a higher levels job satisfaction and motivation to do the best job they can.

**Apparel**

On a completely different subject, two comments brought up the idea that they wish there was Lavery Library apparel. While appearing trivial at first, the idea of apparel is actually used by many well known organizations. Apparel (shirts, name tags, etc.) not only displays the pride of your
organization, but more importantly, apparel has actually been shown to foster the sense of
community amongst staff and that the organization is proud to show off their employees to
customers. It may not be economical to have full uniforms, but even small things such as name tags,
printed shirts, even tote bags, have been shown to foster a sense of belonging within the
organization.

Other Recommendations

In analyzing responses from both the surveys and focus groups, it was clear that there will
always be a difference of opinion as to what motivates individual staff members. The reality is that it is
rarely possible to satisfy everyone completely. However, this supports the view that every participant in
this project has stated: The workplace should provide a wide variety of motivational tools and
techniques so as to accommodate staff as best as possible. For example, just because one individual
discredits the usefulness of having educational opportunities available does not and should not mean
that therefore no one else will find them useful or motivating. In the article Motivating Employees During
Tough Times, Emmerich (2001) provides a number of key techniques that echo the various
recommendations to improve motivation made in this report.

1. Build self-respect
2. Be clear and direct
3. Show respect
4. Live integrity (follow through with obligations)
5. Be fair (equity)
6. Value and reinforce ideas
7. Give them what they want
8. Give immediate feedback
9. Reinforce the “right” things
10. Serve others

These 10 items provide a clear reminder to all staff, not simply managers, on how to improve
and maintain a positive culture of motivation in the workplace. To further support the use of a variety
of motivational techniques, a 2003 study (Stajkovic & Luthans) regarding behavior modification and its
effects on performance found that combining monetary incentives, social recognition, and feedback improved workplace performance by 45% whereas by themselves, performance increased only 23%, 17%, and 10%, respectively (Stajkovic & Luthans, 2003, as cited in Perry, Mesch, & Paarlberg, 2006, p. 506).
Conclusion

This project’s purpose was to work with the staff of Lavery Library to identify and evaluate the usefulness and effectiveness of the various tools and techniques that are present within the organization. With the proposed recommendations provided in this report, the hope is that all the staff will be able to improve their motivation which will ultimately result in a more productive organization and satisfying organization for the library community at St. John Fisher College. The following words, written over a hundred years ago, convey the sentiment that all organizations wish to keep in mind: “The deepest principle in human nature is the craving to be appreciated.” Dr. William James (1842-1910).
References and Short Annotated Bibliography


The authors are researchers in the Industrial Relations Research Unit at the University of Warwick, UK. The purpose of their investigation was to identify what factors contribute to organizational commitment in a not-for-profit organization based on employee responses. Found that the largest contributor to commitment was the similarity of the personal morals and values of the employees and those of the organization. Relates to the area of workplace motivation and performance in that the values and mission statement of an organization may have an effect when it comes to motivating employees internally.


The authors are professors in the areas of management and organizational behavior in Belgium and test a number of hypotheses based on the differences in motivation of private and public sector employees. The found that public sector employees are less motivated by pay. This supports the idea that private sector employees are more motivated and committed to organizations that pay well.


The researchers of this article investigate the effectiveness of sabbaticals in motivating employees. They offer a number of ideas, recommendations, and suggestions for both employees and employers to make the most of sabbaticals. Having opportunities to gain new knowledge and flexibility to be creative increases employee motivation.


The purpose of this article is to examine three models of motivation and gain insight to their difference between the US and Japan. The researchers found a number of key differences but also similarities between the two countries and their uses of motivational techniques with employees. The information discussed here is important in that it illuminates the effect of culture on motivation.


This article addresses a case study pertaining to the effects of clear communication in organizations, in this case an academic library, specifically a communications audit. The authors communicate recommendations for both the case study as well as general communication strategies. When there is
proper communication about job tasks, employee performance will generally increase due to an increase in job satisfaction.


This article emphasizes a number of key techniques that can be used to motivate employee, even during difficult times. While not an in-depth article, it is important to keep in mind that sometimes simple techniques and elements can be useful for any organization.


The authors, professors within the Department of Management at California State University, provide an excellent guide for writing job descriptions within an organization at any job level. Emphasis is placed on benefits of accurate job descriptions for employees and organization.


The researchers of this article aimed to investigate the effects of pay level on motivation and performance. The results of this study supported the original hypothesis that pay level affects employee performance. Pay level and motivation is an important factor in most jobs in the US.

*Green, J., Chivers, B., Mynott, G. (2000). In the librarian’s chair: An analysis of factors which influence the motivation of library staff and contribute to the effective delivery of services. *Library Review, 49*(8), 380-391.*

The current article discusses the impact of certain practices of management on library staff’s motivation. The authors offer a number of recommendations regarding improving motivation for staff members as well as other organizational benefits.


The author of this article is a well known HR director who’s purpose was to investigate environmental factors that contribute to employee motivation. He provides a number of suggestions that based on environmental factor, help to keep employees motivated in the workplace. This article emphasizes the point that there are other contributing factors to motivation than those found within the workplace.


The authors of the current article explore their hypothesis that non-financial rewards will have a positive effect on improving employee motivation. Their research found that some non-financial
rewards were more effective than others. This research help to clarify types of effective incentives for employees.


The author emphasizes in the current article that there is an over-reliance on conventional extrinsic incentive plans. He goes on further to mention specific reason why certain forms of rewards fail at motivating employees.


The author of the article aims to discuss certain necessary components of employee motivation, specifically for individuals who are unfamiliar with the topic. Based on these components, some examples and programs for motivation are described.


This article discusses 5 well known motivation theories as well as the role of motivation in the workplace. Their purpose was to rank 10 common motivating factors. The results relate to the levels in Maslow's hierarchy of needs as well as other well known motivation theories.


The authors of the current study investigate 6 hypotheses relating to the effect of motivational language on both full and part-time employee performance and satisfaction. The results indicated that 4 of 6 hypotheses were supported implicating that motivational language has an effect on both work groups, but with differing results. This study especially brings light to the importance of motivational language and part-time employees.


The current article focuses on the importance of having a meaningful employee recognition program. It gives excellent ideas and recommendation for building a recognition program that is catered towards your organization.


In this article, the investigator aims to research the correlations of expectancy theory and employee participation and the effect on increasing job performance. Based on the findings presented here, it can be concluded that in most circumstances, active participation in one's job can lead to higher levels of satisfaction and performance.

The authors, distinguished professors at their respective Universities, conduct an in-depth literature review concerning four elements of the traditional performance paradigm. They attempted to bring about new theories of employee motivation and their implications in the new working environments of today.


The article examines the common assumptions currently held by managers and employees regarding motivation in the workplace. This article is useful in introducing misconceptions about motivation that must be recognized and dealt with effectively before instituting any motivation programs.


While this article does not specifically address motivation in the workplace, it emphasizes the importance of placing value in employees by putting them first instead of the bottom line. This will in turn most likely lead to higher morale in the workplace.


The author of this article focuses on three of the most common motivation theories and how these theories affect the workplace. He emphasizes how these theories can be put into practical use for reducing turnover and increasing retention in employees.


The chapter provides a definition of evaluation and emphasizes the importance of continual evaluation in organizations.


This article investigates the common factor of pay level and its effect on motivation. Contrary to prior research, this article aims to show that pay level is more important in reality that what is repeated in most surveys. The results of this article conclude that pay level is highly valued and is based on both situational and individual variables.

The authors of this article hypothesize that the factors of job complexity and specific task goals have a positive effect on the levels of employee motivation and satisfaction. The results support the hypotheses, indicating that goal clarity, participation, and difficulty generally have a positive effect on internal motivation and satisfaction.


The well known researchers of the current article explain the all important role of administrators in improving workplace motivation and performance. Specifically, they name theories as well as techniques that enable managers to create workplace environments that foster the needs of employees which will in turn improve motivation.


The focus of this article was to review Hertzberg's hygiene theory, Locke's theory on satisfaction and their relation to employee attitudes and motivation. Based on these reviews, it can be concluded that managers should be aware of employee attitudes and make appropriate adjustments in the work environment when a change in attitude is needed.


In this comprehensive article, the authors explain the common trends and their implication for motivation that have been gathered from data over the past 40 years. This article also highlights some of the most recent preferences for motivation and provides insight to motivational strategies for the future.

* Indicates recommended reading for organization
Appendix A-1: Motivation survey questions

Quantitative Questions:

- Please indicate whether you are a full-time, part-time, or work-study employee
- What is your gender?
- What is your age?
- How many years have you been employed at your current or last place of employment?
- Please rate your current level of motivation at work on a scale of 1-5 where 1 represents extremely low and 5 represents extremely high.
- For each question, please indicate whether it would greatly reduce, reduce, no effect, increase, or greatly increase your motivation. For the same questions, please indicate what effect they would have on your performance:

<table>
<thead>
<tr>
<th>Having job security</th>
<th>Greatly reduces</th>
<th>Reduces</th>
<th>No Effect</th>
<th>Increases</th>
<th>Greatly increases</th>
</tr>
</thead>
<tbody>
<tr>
<td>A well paid job</td>
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<tr>
<td>The opportunity for job advancement and raises</td>
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<td>Recognition for a job well done</td>
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<td>Working on a team</td>
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<td>Friendships with co-workers</td>
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<td>A balance between work and personal life style</td>
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<td>Taking on challenging tasks</td>
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<tr>
<td>Reaching my own goals</td>
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<td>Not having social interaction</td>
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<tr>
<td>A supportive environment</td>
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<td>A high level of social status</td>
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<tr>
<td>Timely feedback</td>
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</table>
Appendix A-2: Motivation survey questions

Qualitative Questions:

- Would you please tell me what comes to mind when you hear the term “motivation”?
- Explain what motivational techniques or tools your workplace has?
- Do you find what your workplace provides is motivating for you?
- What would a “motivational environment” look like to you?
- As a motivational tool, what are your feelings about verbal praise and/or recognition? (why?)
- Do you receive periodic feedback about your work? How often? Do you feel that it helps you to do a better job?
- Do you believe the right motivational tool has an effect on improving performance? How so?
  In your opinion, is it possible to use only one motivational technique to encourage performance?
- What do you find personally motivating? (in work)
- Based on your response from the previous question: What would you like to see your workplace use to motivate you?
- Do you feel that the ““Way to Rock” program is a positive way to motivate employees? What specific aspects do you like about it? What elements could be improved?
- When you are motivated at work, do you find that you work harder at your job? How so?
- Do you feel valued by your immediate management? Scale of 1-10 (Include rationale)
- Do you feel appreciated by your department/group management? Scale of 1-10 (Include rationale)
- How would you rate the feedback you receive? Scale of 1-10 (Include rationale)
- What are some ideas, suggestions or advice you have for Lavery Library to improve employee motivation? Which would you consider the “vital few”?
Appendix B: Focus group questions

Employee Focus Group Questions:

What were your feelings or opinions towards the “strengths” portion of the summary?
- Did you agree or disagree with anything?
- Is there anything else you would include?

What were your feelings or opinions towards the “areas of concern and issues” portion of the summary?
- Did you agree or disagree with anything?
- Is there anything else you would include?

What are your feelings or opinions with regard to the suggestions/recommendations for improvement?
- Did you feel that anything was missing?

What were your feelings and opinions towards the initial motivation survey?
- What did you like?
- What didn’t you like?

What are your feelings towards the focus group session?
- What did you like?
- What didn’t you like?
Appendix C: Types of Motivational Programs, Examples, and Linked Theories

<table>
<thead>
<tr>
<th>Types of rewards</th>
<th>Programs</th>
<th>Examples</th>
<th>Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic</td>
<td>Employee Recognition</td>
<td>Thank you notes, Certificates of appreciation</td>
<td>Reinforcement Theory</td>
</tr>
<tr>
<td>(Self Satisfaction)</td>
<td></td>
<td>Employee Involvement</td>
<td>ERG Theory</td>
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<tr>
<td></td>
<td></td>
<td>Participative management, Quality circles, Employee Stock ownership</td>
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<tr>
<td></td>
<td>Job Redesign &amp; Scheduling</td>
<td>Job sharing, rotation, enlargement &amp; enrichment, Flextime, Telecommuting</td>
<td>Two Factor Theory</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>Variable Pay</td>
<td>Piece-rate pay plan, Gain sharing &amp; Profit sharing plans, Bonuses</td>
<td>Expectancy Theory</td>
</tr>
<tr>
<td>(Rewards given by others)</td>
<td>Skill-Based Pay</td>
<td>Skill, competence, knowledge based pay</td>
<td>ERG Theory</td>
</tr>
<tr>
<td></td>
<td>Flexible benefits</td>
<td>Modular plans, Core-plus plans, Flexible spending plans</td>
<td>Expectancy Theory</td>
</tr>
</tbody>
</table>

Appendix D: IRB Approval

January 28, 2008

File No: 873-122097 02

Alexis Arnold
320 Seneca Road
Rochester, NY 14622

Dear Ms. Arnold:

Thank you for submitting your research proposal to the Institutional Review Board.

I am pleased to inform you that the Board has approved your Expedited Review project, "A Study of the Effects of Motivation on Levels of Performance and Satisfaction in the Workplace."

Following federal guidelines, research related records should be maintained in a secure area for three years following the completion of the project at which time they may be destroyed.

Should you have any questions about this process or your responsibilities, please contact me at 385-5262 or by e-mail to emerges@sjfc.edu, or if unable to reach me, please contact the Administrative Assistant to the IRB, Jamie Mosca, at 385-8318, e-mail jmosca@sjfc.edu.

Sincerely,

Eileen M. Merges, Ph.D.
Chair, Institutional Review Board

EM:jlm
Appendix D: IRB Approval

3. I am familiar with and will adhere to any official policies in my department concerning research with human subjects.

4. I understand that upon consideration of the nature of my project, the IRB may request a full application for review of my research at their discretion and convenience.

5. If changes in procedures involving human subjects become necessary, I will submit these changes for review before initiating the changes.

   [Signature]
   12/20/07

Date & Signature - Investigator(s)  Date & Signature - Collaborator(s) and/or Student Investigator

Date & Signature - Faculty/Grant Sponsor

All student applications and applicants from outside the College must have a College sponsor.

Date & Signature - Researcher

Decision of Institutional Review Board

Reviewed by: [Signature]  1/17/08

Subcommittee Member #1  Date

Nancy Wilk DDS

Subcommittee Member #2  1/18/08  Date

☑ Approved

Comments:

☐ No Research
☐ Minimal Risk
☐ Research & Risk

The proposed project has a research component and places subjects at risk. The proposal must be in compliance with Article 24-A.

[Signature]  1/25/08

Chairperson, Institutional Review Board
Appendix E: Project Proposal

December 20th, 2007

Melissa Jadlos
Library Director
Lavery Library
St. John Fisher College
3690 East Avenue
Rochester, NY 14618

Re: Graduate Capstone Project

Dear Mrs. Jadlos,

I am currently a graduate student at St. John Fisher College in the Master of Science Human Resource Development program. I am starting work on my capstone project that is needed in order to complete my degree. For my project, I would like to work in conjunction with the department in Lavery Library at St. John Fisher College in assessing and improving an employee motivation/incentives program and creating ways to improve employee motivation in the workplace.

Background

Motivation is a very important concept in the workplace, especially in regards to employees. Motivation is the drive that encourages people to not only work harder, but work harder because they have a vested interest in the outcome of their performance. Motivation can be derived from any number areas including incentive programs. When there is a lack of motivation, this causes obvious problems with not only performance, but morale as well. The concept of motivation is an important part of understanding employee performance and satisfaction within the workplace.

In the study I am proposing, I would review and assess a program that your organization currently has in place that is aimed specifically at increasing employee motivation. Based on the results of the initial assessment, I would work with you and your employees to address areas that need improvement. If no program currently exists, I would again work with you and employees to develop and implement a program designed to increase employees' motivation in the workplace.

Problem Statement

The purpose of this study would be to help those employees who work in your organization feel both more satisfied in their work as well as increase their performance. My intention is to develop an employee incentives program that will address these issues.

Method
Appendix E: Project proposal

For this project, I intend to use both numerical (quantitative) and written (qualitative) evaluation from employees to assess their current levels of motivation in the organization/department. To ensure an accurate representation, I will interview ten to fifteen employees as well as two to three managers. The following is the method I intend to use:

- Conduct initial meeting to acquaint employees and managers with the purpose of my study;
- Conduct a pre-test survey with employees and managers using both quantitative and qualitative measures to determine current level of motivation;
- Based on analysis from responses in the pre-test, create a formal report outlining results;
- Based on results from surveys, create a model for either improving specific areas or work with employees and managers to create a new incentive/recognition program;
- Propose completed model to organization;
- Conduct a quantitative/qualitative post-test survey with employees and managers to determine satisfaction with modifications or new program;
- Provide a means for continued evaluation and implementation of employee motivation.

Tentative Timeline

- December:
  - Conduct formal introduction with participants to explain project and purpose, get to understand the workings of staff/organization
  - Run focus groups with motivation pre-test to establish current level of motivation in the workplace environment
  - Analyze results of pre-test and create a formal summary
- January:
  - Based on results of pre-test, conduct focus groups to discuss results and implications
  - Build a revised or new program/model
- February:
  - Conduct post-test survey to determine satisfaction with revised/new program
  - Discuss results, areas for continued improvement, and evaluation
- March:
  - Present first draft of final report to library staff and advisors
  - Make revisions
- April:
  - Complete revisions and present final draft of report

Significance

My hope is that the final result of this program will be happier and more satisfied employees. The process of this study will also provide new ideas and insights into motivating the employees within your organization/department. In order to maintain a high level of employee motivation, it is also necessary to have continual evaluation.
Appendix E: Project proposal

Needs

There are no financial commitments needed from your organization for participating in this study; however, it will require the use of man-hours from employees and/or managers. I will also need the full cooperation and participation of staff in order to make this project a success.

Please contact me anytime at 585.727.7320 or at ah5656@hotmail.com with any questions you have regarding this proposal.

Best regards,

Alexis Arnold
St. John Fisher College
Human Resource Development

*By agreeing to participate in this study, you agree to give consent to use any and all information gathered throughout the course of this project. All information gathered from participants will be strictly confidential and available only to the researcher of this study, Alexis Arnold.
Appendix F: Reflection

Reflection

It's amazing to think of all I have learned during the process of this project, both in research as well as in practice. The topic of motivation has long been a passion of mine, but I have never had the opportunity to immerse myself so much in the subject. It helped me to not only learn how the various aspects of motivation can help organizations, but it helped me to understand more about my own motivations and how I can use my environment to enable me to become better motivated to accomplish a particular task.

I'd also like to think that I learned a great deal about actually running a study such as the one here. While what I had perhaps originally planned in the beginning may have turned out a bit different, I think in the end, I learned more. I've always believed that you learn more by making mistakes or trying something different than you do by doing something routine or correct and I think it applies here. At every opportunity I asked the staff who were participating in my study to give me feedback regarding their opinions as to what was going well with the project and what could be improved and I think this was the best thing I did. I will be able to take the knowledge I gained here and, I believe, apply it to whatever job or position I have in the future.

I hope most of all that I was able to, if not teach, at least introduce something useful to the staff at Lavery Library. I hope that they were able to find things within the project that they can use and apply to their workplace to make it a better place for every employee. I know that I certainly did.
Alexis L. Arnold
320 Seneca Road • Rochester, NY 14622 • 585-727-7320 • ala5656@hotmail.com
Web address: http://www.ala0303.com

Objective: To obtain a part time entry level position in the Human Resource field that would allow me to gain valuable work experience while maintaining the flexibility needed to complete my graduate degree.

Education:
- St. John Fisher College, Rochester, NY
  - Bachelor of Science, Psychology
  - GPA: 3.30/4.0-Cum Laude
  - Graduated May 2006
- St. John Fisher College, Rochester, NY
  - Master’s degree in Human Resource Development
  - GPA: 3.77/4.0
  - Anticipated May 2008

Employment:
- The Advantage Group, Rochester, NY 9/06-5/07
  - Office Assistant
  - Arranged data using excel spreadsheets and Netsuite for billing, shipping information, and finances
  - Assistance in job postings and contact with prospective employees
  - Assistance with e-commerce through Channel Advisor and E-bay
  - Maintained confidentiality while assisting in payroll, benefits, W2 and other related areas
  - Copying and faxing important documents
  - Creating customer contact lists
  - Organizing order request forms

- Irondequoit Country Club, Pittsford, NY 5/02-Present
  - Assistant Aquatics Director/Senior Lifeguard (7/06-Present)
  - Assistance with beginning and end-of-season opening and closing of entire pool facility
  - Maintenance of general pool area; tasks including testing water chemical levels, cleaning deck area and pool, checking and cleaning bathrooms, and organizing of office
  - Hiring and training of new pool staff members
  - Managing member and staffing conflicts such as scheduling, requests by members i.e. swimming lessons
  - Administering private swim lessons
  - Certifications: Life guarding for the Professional Rescuer, CPR, First Aid, Water Safety Instructor

St. John Fisher College, Rochester, NY 9/04-6/06
- Psychology Department Lab Assistant
  - Compiling and formatting data for professors as requested (lab participation credits, lab experiment data, class lists, etc.)
  - Scheduling, supervision, and training of new work-study program students 05’-06’
  - Grading/Administering of tests at request of professors
  - Departmental reception tasks that involved coping, running errands, and typing up new worksheets and class hand-outs
  - Involved regular use of Microsoft word, Excel, PowerPoint, and SPSS
Computer: Windows XP, Windows Vista, Word, Excel, PowerPoint, FrontPage, Netsuite, Channel Advisor, SPSS, Internet research applications, and Adobe Photoshop

Activities: Psychology Club 2004-2006 (Psychology Club Secretary 05’-06’).

Honors: Dean's List Fall 02’, Fall 03’, Spring 04’, Fall 05’, Spring 06’, Deans List Award (for consecutive semesters), graduated Cum Laude (Spring 06’), Certificate of Appreciation in Services as Psychology Club Secretary, and Certificate of appreciation in services to the psychology department at St. John Fisher College.