



***MOTIVATION GUIDELINE FOR PROJECT MANAGERS AT
TEAM'S PERFORMANCE LOWS***

By

MATTHAIOS I. GIANNISOPOULOS

A THESIS REPORT

Presented to the Project Management Program in the

School of Management of

City University of Seattle

In Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE OF PROJECT MANAGEMENT



June 2009



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This Master Thesis was elaborated in the frame of the collaboration of the City University of Seattle and the Graduate Technological Education Institute (T.E.I.) of Piraeus to fully implement at TEI of Piraeus Campus the CU's MS in Project Management Program approved by the Hellenic Ministry of National Education and Religion Affairs as by decision E5/58291 published in the Hellenic Government Gazette (FEK) B/924/5- July-2005.



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The Master Thesis is dedicated to my grandmother Marika which is the living example on how every person could bring into effect his/her dream.

Acknowledgements sheet

My deepest appreciations to Prof. Konstantino Kontesi for his valuable help in completion my Master Thesis.

Mr Apostolo Antoniou, project manager professional of Pharmathen, for his will to share with me his knowledge in project management issues in the interview. Ms Argiro Plati, project manager in Ministry of Education, for her precious time which spends with me in the interview.

I would like to thanks my family for its support and patience until the end of this Master Thesis. More specific I would like to refer in my sister without her help I will never have the courage to learn my presentation by heart.

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Biography sheet

Matthaios I. Giannisopoulos

Matthaios Giannisopoulos has finished 3rd High school of Agia Paraskevi. After four years in Panteion University of Athens has gained a Bachelor degree in Political Science and History. His continuous will for knowledge forced him to begin a postgraduate lesson in Project Management. The City University of Seattle offered him all the necessary material in order to cover this demanding Master of Science. Project management was always Matthaios dream. This Master may help him to accomplish his dream.

From September of 2006 Matthaios Giannisopoulos is working as an administrative-economic employee in a public nursery school of Municipality of Agia Paraskevi. He is at disposal of the Principal to fulfill the requests made by the committee and offer solutions upon requirement. Additionally, he is in contact on both, a direct and indirect basis with all the financial and administrative departments in the Municipality of Agia Paraskevi. Currently he is re-organized the system of payment of the suppliers in order to decrease the bureaucracy.

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Abstract

Very often the performance of project teams begins to decrease during project implementation. Project manager should find methods and techniques to overcome this transitory loss of concentration. This Thesis is describing a guideline that will provide all the necessary tools to the project manager to retain the performance of his/her project team in high levels.

The creation of guideline will include two interviews from experienced project managers and a survey in 40 people. The results from both tasks will provide useful help for the reasons which create the problem, what is the impact in the project and how they could be solved. These interviews and questionnaire in combination with the theories about motivation will be the main activities of the Thesis.

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CHAPTER 1 – Introduction

1.1 Nature of the study

The managers in modern organizations frequently use projects in order to successfully complete their targets. The implementations of project teams that comprise skillful people are the project manager's responsibility. The project team's members do not always have previous experience in similar projects. Project managers should inform them about their new duties and obligations and try to help them work as a team. This is not always easy to succeed at this task.

Frequently in the beginning of a project all project members have the will and strength to participate. However, after a short period the first symptoms of tiredness and unwillingness show up. This situation usually affects the performance of the project in a bad way. This is the moment that project manager with his/her experience and knowledge should give the proper motivation to keep the morale high among the team.

There are many reasons that the project team and its members experience a gradual drop of performance. Lack of motivation and routine are the most important. Team members are usually doing same things again and again. As a result they lose their enthusiasm and get bored easily. In addition, because of their tiredness some members cannot concentrate and are losing their focus. The project manager should redirect them on the correct orientation.

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1.2 Needs assessment

This guideline will offer valuable help to many people that are dealing with projects. The project manager, project team's members, senior management and customers are some of the major stakeholders of this guideline. The creation of the guideline based on material that provided assistant to the stakeholders in order to complete projects with success.

Quite often projects are failing because of bad communication among stakeholders or disability of project manager to complete the project. As a result the project's cost is increasing, higher management could not provide additional help that pm wants, the customer begins to complain and be unsatisfied, and finally the whole project fails. It is very important for all the stakeholders to have directions that will follow step by step to gain the desired results. This is the role of this guideline.

1.3 Purpose of the study

The purpose of the thesis was the creation of a guideline that will help the project manager to motivate project teams. With the use of proper tools, like interviews and surveys, the author tried to reveal important conclusions about the factors that make the team motivated.

1.4 Relation to the program of study

In the first term of author's Master's there was a lesson (PM506) called "Managing projects with people and teams". This was inspired the author to create this guideline. In this lesson he learned how project teams are created, who could be its members, how

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could achieve their target and many more useful theories about organizing and operating a project team.

PM512 (The customer in the project process) gave him the proper elements to complete his guideline. The various ways of motivating people working in a project and the role of project manager in order to retain the morale and motivation high in his team have being taught briefly in this lesson.

Furthermore, the assistance of author's professor in his Masters was priceless and very valuable.

CHAPTER 2 – PROBLEM STATEMENT

2.1 Problem definition

If the project manager does not motivate the team during the project, it may lead to a project team's gradual drop in performance or project failure.

2.2 Rationale

A team is a group of people who are jointly responsible for achieving a common goal. Project teams are created, work and finally lead a project in success. The project manager is responsible to find the proper people with the needed abilities, to understand their individual differences and to join them together to fulfill the needs of the project.

This would be ideal for every enterprise. However, to find a project manager and team members with such skills is very rare phenomenon. So, the project manager has to overcome some difficulties during the project. One of them is the gradual drop of

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performance of project team's members. Lack of motivation, loss of orientation, bad communication among team members, isolation and of course, tiredness is among the most common reasons for this decrease of performance.

Like Frederick Herzberg says in his two factor theory, "There are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction" (1968, p-p. 53-62). So project manager should find the reasons that cause that dissatisfaction and eliminate them. On the other hand he has to bring out those reasons that may help the team to be more functional, effective and closer to success of the project.

In modern business environments many projects fail because of the project team's lack of motivation. The project manager should find different methods to motivate his project team in order to increase its performance. The most important are:

- The goals should be the same and clearly defined for all.
- Team members should not have problems in communicate each other
- Every team member should fulfill each needs and worries.
- Continuous and effective training to team members
- The existence of a modern working environment.
- It should have balance between working life and living.

2.3 Objectives

The objective of master thesis was the creation of a guideline for project managers in order to find ways on how to motivate teams and work more efficiently.

CHAPTER 3 – REVIEW OF LITERATURE

3.1 Literature review

The master's thesis developed based on the use of books, journals, web sites, two interviews with project managers working in a huge pharmaceutical company and in Ministry of Education. The author tried to explain what motivation means, why project team performance fails, how a project manager can improve motivation in project team, the ways that project manager can retain motivation in high levels, the effects in the project and other important issues that influence the project's team performance.

Author's resources wrote by psychologists, people who have worked for years in business, organizations that are focused on project management, manager consultants, journals and scientific articles. Some important theories and statistical data have taken from the internet. The sites author used were only the official and worldwide accepted.

There are a great number of theories and books about how project manager could motivate his team:

- One of them is Theory Y. "If Theory Y holds, the firm can do many things to harness the motivational energy of its employees:
 - Decentralization and Delegation
 - Job Enlargement
 - Participative Management
 - Performance Appraisals" (McGregor, 2005, p. 353).

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- In *Commodity team motivation and performance* the writer describes “factors that may influence team members’ motivation to participate in activities that create opportunities for synergy and coordination of purchasing” (Englist, Jorgensen, Johansen, Mikkelsen, 2008, p. 15).
- Gallstedt in his article in *Working conditions in projects: Perceptions of stress and motivation among project team members and project managers* interviewed project managers and project team members about motivation and presented his conclusions.
- Another book which includes techniques and methods in order to improve the performance of project team member’s is the *Motivational management: Inspiring your people for maximum performance* (Hiam, 2003).
- In *The manager as motivator* the writer describes “information of being an effective manager along with specific skill development opportunities” (Kroth, 2007, p.12)
- “This research investigates the tension between goals and quality management in the Six Sigma context” (Linderman, 2005, p. 779). Six Sigma teaches ways how to improve the production of a product and the same do for the improvement of a project team.
- The effects of project manager’s motivation are “...by continually assessing the project team’s performance, actions can be taken to resolve issues, modify communication, address conflict, and improve team interaction.” (Project Management Institute, 2004, p. 216).

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- I will also take useful information for my research on team work from *Managing teams* (Heller, 1998) and *Teamwork and project management* (Smith, 2007).
- Alered R. Mele in his book *Motivation and agency* describes “six popular theses in the philosophical and psychological literature on motivation:
 1. Motivation is present in the animal kingdom but does not extend throughout it
 2. Motivated beings have a capacity to represent goals and means to goals
 3. A motivation-encompassing attitude may have either a goal or a means as its object
 4. Motivation varies in strength
 5. The stronger an agent's motivation to A is, in comparison to the agent's motivation for alternative courses of action, the more likely the agent is to A, other things being equal
 6. Whenever agents act intentionally, there is something they are effectively motivated to do” (Alered, 2003)

The following books and journals are describing teams. More specific are describing the implementation, their characteristics, methods of improvement and development and how each member motivates.

- The book of Lou Adler sets out some methods to create an effective team by choosing the proper individuals for the proper job.

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- Irlenbush and Ruchala wrote in *relative rewards within team-based compensation* that “if the bonus is high in experiment we indeed observe a significant increase in effort which is not the case if the bonus is low” (2007, p. 161). They believe that the performance of the team depends on the reward.
- Chen and Kanfer in their book with title *Towards a systems theory of motivated behavior in work teams* present the relation between a person's will and a project team's member success. “Likewise, effective or ineffective individual regulation processes can greatly affect team-level motivation and performance” (2006, p. 244)
- The building of a strong and effective project team that it will work in a healthy environment which helps its member to reveal their advantages, it is very difficult for the project managers. However, Vijay in his book describes some methods and tools that could help the project manager to improve his/her skills and abilities.
- *Managing human resources* is a book that refers to managers working with organized human teams. The author believes that “to enhance employees' motivation to work...managers need to focus on three key areas of responsibility: 1. Performance definition, 2. Performance facilitation and 3. Performance encouragement”. (Cascio, 1992, p. 450)
- *Project delivery system* (CH2mHILL, 2001), *Field guide to project management* (Cleland, 2007) and *Project management for the 21st century* (Bennet, Lientz, Kathryn, 1998) are books that they will help me to find some of the basic principles and methods of project management.

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Motivation is not only working during the project but also in the close out of it. In order “to maximize performance at the close of the project, the project manager needs to use the people skills of: a) crafting tailored motivation strategies that address the individual differences of team members...” (Flannes, 2005, p-p. 7-9).

These materials revealed the ways that project manager can motivate his team in order to retain its performance in high level and complete the project with success.

CHAPTER 4 – METHODOLOGIES AND PROCEDURES USED IN THE STUDY

4.1 Description of methodology

Master Thesis methodology included two parts. First, the author used of evaluation methodology to describe the motivation. Then he used the development methodology which included the creation of the guideline for project managers.

In first part of master's thesis methodology he included interviews that helped him to analyze the issue of motivation, how it affects the project team and the whole project. In addition the project managers helped him to understand how project managers work in huge projects, what the common problems that they have to understand are and how they should overcome them and support their project team and its members.

Another evaluative method that writer used was a questionnaire. This questionnaire helped him to understand the reasons why project team's members experience motivation lows, how the project manager could retain the team's motivation at high levels and what would be the impact on the project. This questionnaire filled out by people from author's working environment and people that are working on projects and in big well-known companies. Of course it was essential to take their permission to

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answer it in order to take valuable outcomes for his thesis. The writer used email and printed questionnaires to forward to them. The number of the people that participated in this questionnaire was 40.

On the second phase of methodology the author developed the guideline for project managers. After he has taken into consideration the results from the interviews and the questionnaire, he created a guideline that gave solutions and ways on how project managers can overcome the problems that show up during the completion of the project. This guideline also included tips and step-by-step methods based on famous theories from books and journals.

CHAPTER 5 – RESULTS

5.1 Motivation theories

The traditional approach to describing motivation theories divides them into two groups — content theories, and process theories. Content theories, such as Maslow's hierarchy of needs, McClelland's 'need for achievement', and Herzberg's two-factor theory of motivation, all emphasize *what* motivates rather than how individuals are motivated. Process theories, on the other hand, like the expectancy theory of motivation, and equity theory, draw our attention to *how* people are motivated (or demotivated).

Clearly an adequate approach to understanding motivation has to include the what and the how of motivation. It is therefore more useful to consider the group of theories that emphasize needs as driving motivation, and those theories that emphasize thinking and perception.

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5.2 Needs-based theories of motivation

These theories all start from the assumption that human beings have certain clearly identifiable needs - and that people's actions are oriented towards meeting those needs. These needs are considered inbuilt, and so do not require us explicitly to recognize them in order to become motivated.

5.2.1 Maslow's hierarchy of needs

The most famous of the need theories of motivation, at least in managerial circles, is Maslow's hierarchy of needs. He argued that we all have five main types of need - physiological, security, social, self-esteem, and self-actualization. These are arranged in a hierarchy so that we are motivated by lower needs, such as physiological, before higher order needs, such as self-actualization, and only one need type at a time is operational. A satisfied need ceases to motivate, and so the next type of need becomes operational. However, lower order needs take precedence over higher ones - if you lose your house (security need), social, self-esteem, or self-actualization needs will cease to be effective motivators. Once your security needs have been met again, only then will social needs serve to motivate your behavior.

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- 1) Self-Actualization
- 2) Self-esteem
- 3) Social
- 4) Security
- 5) Physiological

Maslow's hierarchy of needs

Despite the popularity of Maslow's theory among managers, there are a number of problems concerning its validity. Research has not found that needs are grouped in the way the theory predicts, and there is little support for the notion that needs are ranked hierarchically. Finally, there is not a clear association between needs and behavior. This is particularly important for managers who need to know how behavior might be modified. On a more positive note, Maslow did draw attention to the existence of other potential motivators than money, and highlighted the idea of self-actualization, which has fed through into a number of other motivation theories.

5.2.2 Herzberg's hygiene factors and motivators

Herzberg's two-factor theory of motivation is another popular needs-based motivation theory. Herzberg suggested, on the basis of his own research, that managers should make a distinction between factors that actually motivate behavior, such as a sense of responsibility, or a feeling of autonomy, from those aspects of work that people tend to expect to be present - such as adequate pay, efficient management, and so on. He called this second set of factors the hygiene factors. One point to note is the similarity

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between the hygiene factors, and the lower levels of Maslow's hierarchy, and the motivators, and the higher levels of the hierarchy.

Herzberg's ideas have proved controversial, largely because no one has been able to replicate his research, despite many attempts. This problem suggests that his results had more to do with the particular group he studied, or the details of how he carried out his research, than with his having actually identified a new way of thinking about basic needs that motivate behavior. His ideas have been applied to job design, with qualified results for motivation and performance. They are also helpful in making managers appreciate that satisfaction and motivation are two distinct attributes. He argued that the absence of hygiene factors will result in dissatisfaction, but that their presence will only result in the *absence* of any dissatisfaction. Satisfaction, on the other hand, will result when motivators are present. Thus it is possible to have a situation where a workforce is neither dissatisfied (because the hygiene factors are present) nor satisfied (because motivators are absent).

There are several other content or need theories of motivation, such as Alderfer's existence, relatedness and growth theory, or McClelland's need for achievement approach. As with Maslow and Herzberg, their theories emphasize one set of needs which it is assumed motivate everyone in similar ways.

5.3 Cognitive theories of motivation

While the needs-based theories of motivation assume we are all driven, in varying degrees, by different kinds of needs, other approaches to motivation give more

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importance to the decision-making aspect of human behavior. If we consciously make decisions about how to behave, then this suggests we are not driven to act by needs of which we are not conscious. Further, it suggests that in an important way, we each make our own motivations. Cognitive motivation theories try to identify what kinds of things most influence that process of becoming motivated. They are also useful in helping to understand why people might be demotivated, and so suggesting corrective action to managers.

5.3.1 Expectancy theory

This approach to understanding how individuals are motivated was developed in the 1960s by Victor Vroom. It has been elaborated considerably since then. Vroom was interested in measuring the strength of an individual's motivation to put effort into work tasks that contributed to the overall goals of the work unit or organization.

Vroom based his ideas on the fact that we all make decisions about how to act or to behave. We usually have a clear idea of the outcome of any behavior that we propose to engage in, even if we have never behaved in that way before. Further, our decision to act, or not to act, will be influenced by the anticipated outcomes, and how they are related to our personal goals.

For example, we know that one result of putting effort into work is getting paid. Since money enables us to attain other goals, and might for some people be a goal in itself, getting money is a valued outcome of exerting effort. So, in order to secure pay (as well as other work-related rewards) we put some effort into our work. Vroom used

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these simple ideas to develop a way of measuring the strength of motivation any individual had in relation to the goal or goals they were pursuing.

The strength of motivation of an individual can be measured provided we know two things:

- How important the outcome of the activity is and
- How far the individual feels that their performance can make a difference to

whether they obtain the outcome or not.

Vroom called the importance someone places on an outcome the valence of the outcome, and the feeling whether they can make a difference by exerting themselves their expectancy. If we know an individual's valence and expectancy in relation to a goal, we can calculate their force of motivation simply by multiplying together valence and expectancy.

For example, valence could be measured on a scale from -10 through zero to 10. Expectancy is expressed as a probability, and therefore always has a value between 0 and 1. Zero means you feel the goal is impossible to obtain; .5 that you have a 50:50 chance; and 1 means that you are certain you will achieve the goal.

Now, supposing your boss offered enhanced promotion if you completed a project before the scheduled date. You value the prospect of promotion, so the aim of completing the project early becomes very important - it has a valence of 10. You also know you are likely to finish early because of some nifty work you did last week, so your expectancy is also high - say .9. The force of motivation to put in the effort to complete the project early can then be calculated as follows:

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Force = expectancy x valence

$$= .9 \times 10 = 9$$

This force of motivation scale runs from -10 (high absence of motivation) to +10 (high presence of motivation) so your score of 9 indicates high motivation.

Life is rarely as simple as this because human behavior seldom conforms to the principles of Newtonian mechanics! But, to continue with this example, you know that working extra hard on the project also has costs, such as reduced social activities, domestic tensions, stress, and so on. All of these will affect your overall motivation, and Vroom's formula allows the influence of these kinds of factors to be taken into account. Supposing the project will last another month. You are reluctant to lose your social life, however, and score the valence of this outcome as -2. You also have a high expectancy that your social life will be disrupted - a 75 per cent chance, or an expectancy of .75. The loss of social life will thus affect your motivation by $-2 \times .75 = -1.5$. The overall force of motivation to work hard to complete the project can be calculated by adding together the separate effects of each outcome:

$$9 + (-1.5) = 7.5.$$

Thus you still have a strong motivation to succeed, but less strong than if you had been unconcerned about your social life. Development of Vroom's model, particularly by Lawler and his associates, has shown that expectancy takes two distinct forms. On the one hand is the expectancy that effort will lead to performance. If you have the

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required skills to do a task, then extra effort will result in extra performance - other things being equal. These 'Other things' include, for example, an assessment of the state of equipment or supplies that are necessary to complete the project. This is the expectancy that your performance will produce the desired outcome. Lawler and his associates called this second expectancy factor 'instrumentality'. "Where this is low, then it can cancel out the effect of the first kind of expectancy. In the context of the example above, suppose some vital equipment was being used by someone else, this would prevent your effort from having the desired result, and your overall motivation to act would be reduced.

Although a great deal of effort has been put into developing the expectancy approach to motivation, the theory has received poor support from research designed to test it. There are problems with measuring expectancy, and studies that have not measured expectancy, or which have combined expectancy and instrumentality, have predicted effort and performance more effectively than studies which tried to apply the full model. In reading about the theory, you may have felt that we do not really go through that kind of process when making decisions. Another criticism has been that expectancy theory perhaps overemphasizes cognitive processes. However, the approach is useful for drawing managers' attention to factors that might be affecting someone's motivation. It has also contributed towards the thinking behind ideas like the path-goal approach to leadership

5.3.2 Equity theory of motivation

Equity theory proposes that an individual's motivation is significantly determined by their perception of being treated in a fair or equitable manner. Complaints about pay,

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for example, often involve the view that it is not a 'fair' amount, either in comparison with other people, or with the amount of effort being expended. Individuals making this kind of complaint are engaging in a process of comparison, linking what is with what they think should be, and concluding that their present situation is inequitable.

Equity theory was developed by a number of researchers, but is mainly linked with the name of J.S. Adams. Adams proposed that in order to understand motivation, we have to distinguish between:

- the individual (who feels equity or inequity)
- the comparison other - the other individual or group with whom comparison is made
- inputs - things the individual brings with them to the job
- Outcomes - the results of the job, for the individual.

To give an example, you might have noticed that someone who joined your firm at the same time as you always manages to get away on time, while you often have to stay back to catch up. If you make several observations about your situation like this one, and find that compared with so-and-so you seem to be losing out, then you are experiencing what Adams would call inequity.

More formally, people compare what others receive for a given effort with the rewards they themselves receive for a similar effort. People make this comparison with other people, as in the example above. They also make comparisons over time, and with themselves. For example, you might compare the effort you have to put in now with that

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you exerted last year, and wonder if you are not being asked to work too hard (or perhaps think that you are due for some other form of compensation).

However, if you feel that the balance between the amount of work you have to do and the rewards that you receive is correct, then you will experience a feeling of equity. Note that according to Adams' theory, a feeling of inequity can also arise if you feel someone else is worse off than yourself.

How does all this relate to motivation? If you experience equity, then you are likely to be satisfied with your situation. In this case, whatever is currently providing your motivation to work will continue to do so. You continue to work as hard as ever. On the other hand, if you feel inequity as a result of assessing your situation, then you will be motivated to change the situation in some way, by changing your behavior, your perception of the situation, or both.

Adams listed four ways in which someone who perceived inequity might behave. They might attempt:

- to change the ratio of inputs to outcomes
- to change the importance they attach to particular inputs, and outcomes
- to adopt a different person or situation to compare themselves with
- To leave the situation altogether.

The attempt to leave the situation is easy enough to understand in the context of work. Similarly it is not too hard to think of examples of behavior aimed at altering the

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balance between inputs and outcomes. These might include changing the amount of effort exerted, or asking for an increase in pay or other extrinsic rewards.

The other two types of behavior Adams identified call for a more extended commentary. Both are connected with change in people's attitudes and values, so that they change the way they see the situation. In everyday life we talk about 'coming to terms' with the situation, about the need to accept something unpleasant as 'a fact of life'. When we do this, or others tell us to do this, we are in fact trying to adopt a perspective on life which makes it feel less inequitable, more bearable.

For example, you were given a grade increase last year, but didn't expect the volume of work you now have to do. Your predecessor certainly didn't seem to have to work so hard, and so you are feeling a bit put upon. However, looking at things on the bright side, as we say, you'll be able to afford that holiday in the Seychelles now, and the new office furniture you were able to choose looks great. So you decide things don't look so bad after all.

In Adams' terms, you have changed your perception of the input-output ratio. Now the possibility of the dream holiday, plus the new office suite, does seem to compensate to some extent for the extra work you are being asked to do.

Equally you might reassess your predecessor. Clearly he was moved on because he was not up to this job, considering the way it has developed in the last few months. In this way you downplay the qualities of your predecessor, who no longer becomes an important person with whom you compare yourself.

Equity theory is based on the idea of exchange relationships, and since most people go to work in order to get a living (an economic exchange relationship), it seems to

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make a lot of sense. The theory was initially tested and confirmed in experiments involving students. They were asked to apply for a job, and then divided into three groups. The first group was told they were not qualified, and would earn at a lesser rate than advertised. The second group was told they were qualified for the going rate. The third group was told that although they were not qualified, they would be paid in full. The first two groups experienced equity, and the third group inequity. As a result, the third group worked hardest, and produced the best work. Other experiments have confirmed these basic ideas.

However, confirmation of the theory's predictions in the real world has proved more difficult to obtain. One problem is that comparisons with Others' could take many directions. Another is that it seems people compare outcomes, rather than the input-output ratio. This makes sense as it is very difficult to know what another person's input was.

Nevertheless, the basic ideas are useful, particularly in so far as we live in a society where individuals expect to receive equitable treatment. In the context of managing diversity, for instance, it is clearly important that members of different groups do not perceive inequity if their motivation is not to be adversely affected. Further, it is important to remember that individuals experience equity or inequity after managers have set the rewards they hope will influence motivation.

5.3.3 Goal-setting theory

This approach to understanding and influencing individual motivation was developed in the USA by Locke and Latham, and has become one of the most widely

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used approaches. A large amount of research has been carried out which confirms the key assumptions of the theory, and has helped to refine it.

The idea that people are motivated by goals is not a new one. Frederick Taylor made the assumption that the potential to earn more was a goal that would motivate each individual worker, and the needs theories of motivation also assume that particular goals motivate individuals. However, Taylor's failures, and other research on behavior in organizations, show that it is too simplistic to assume that money is always the primary motivator, and that offering more money will motivate more performance.

One key result of research into the motivational consequences of goal setting is that people are motivated better by specific goals than by general or vague goals. Setting targets for performance, provided they are seen as realistic, produces better results than simply asking people to 'do their best'. This helps us understand perhaps why the needs-based theories of motivation are of little help - they only point to general goals.

Research into goal setting and motivation has turned up two more consistent findings. First, those difficult goals tend to result in higher performance than easy goals provided they have been accepted by the person performing the task. It appears that people's perceptions of the goals they have been set is an important factor influencing the effort they will expend. This in turn raises the question of how goals are set, and research suggests that participative goal setting generally achieves better results. Participation in goal setting means individuals have psychological ownership of tasks, and clearly understand what is required of them.

The second finding is that feedback to the person performing the task is essential for the full performance benefits of the motivational program to be realized. It is this knowledge of the outcomes of their activities that influences the individual's direction,

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intensity, and persistence of behavior towards performing. Without feedback, performance tends to suffer.

Goal-setting theory shares with the expectancy and equity theories an emphasis on the role of an individual's perceptions of the work or other situation in which they are required to exert some effort. It is also clearly important that they have the ability to perform the task, and those other resources - equipment, and other 'hygiene' factors - are felt to be adequate. It is not the final answer to the problem of how to motivate people, but does show much practical promise. It is also useful for managers in that it highlights the role of financial and other incentives, and provides clear indications of how it can be implemented.

5.4 Questionnaire and interviews results

In this chapter the author shows the results from the two interviews with project managers and the sum of all the answers of the questionnaires. The forty people that participate in this survey were most male and between 20-28 years old. In addition, most of the participants are working in their company for 1 – 3 years. There is also a great number that over passed the 5 years in the same organization as the figure 1 shows.

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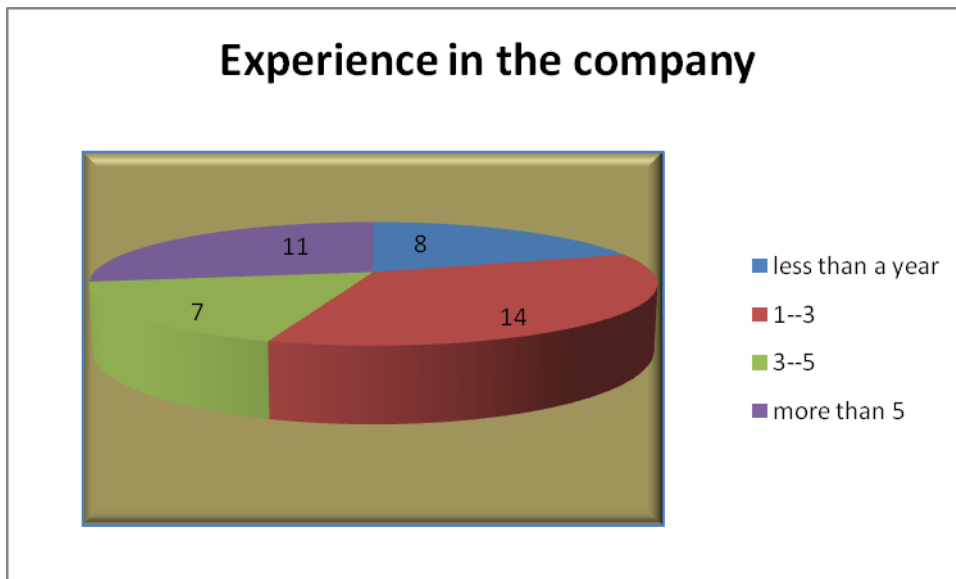


Figure 1

1-3 years are occupying with the same project. However there is a great amount of people that are working less than a year for the same project (see figure 2).

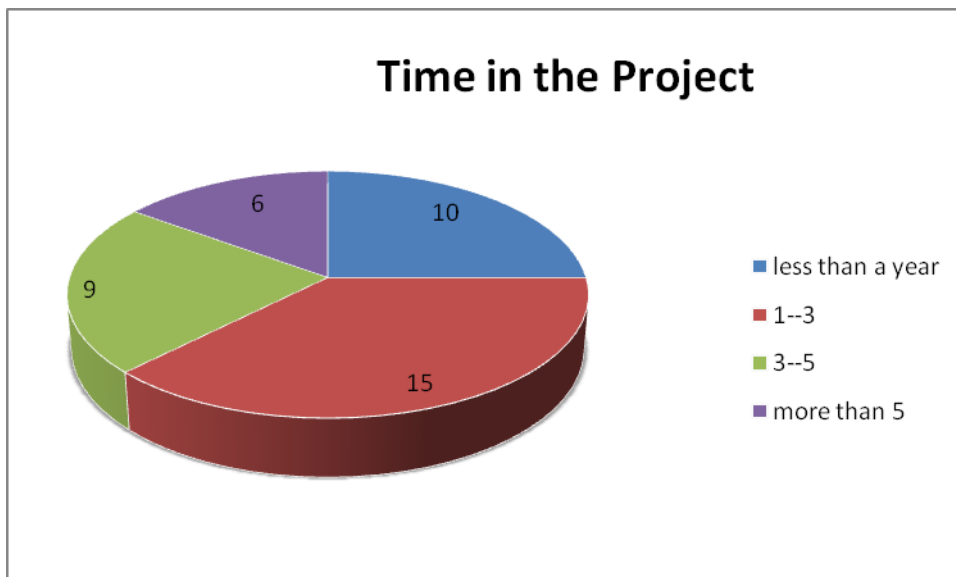


Figure 2

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Twenty of the participants believe that their role in the project is interesting, fourteen of them find it very interesting and only six of them do not interest or they were bored with its role.

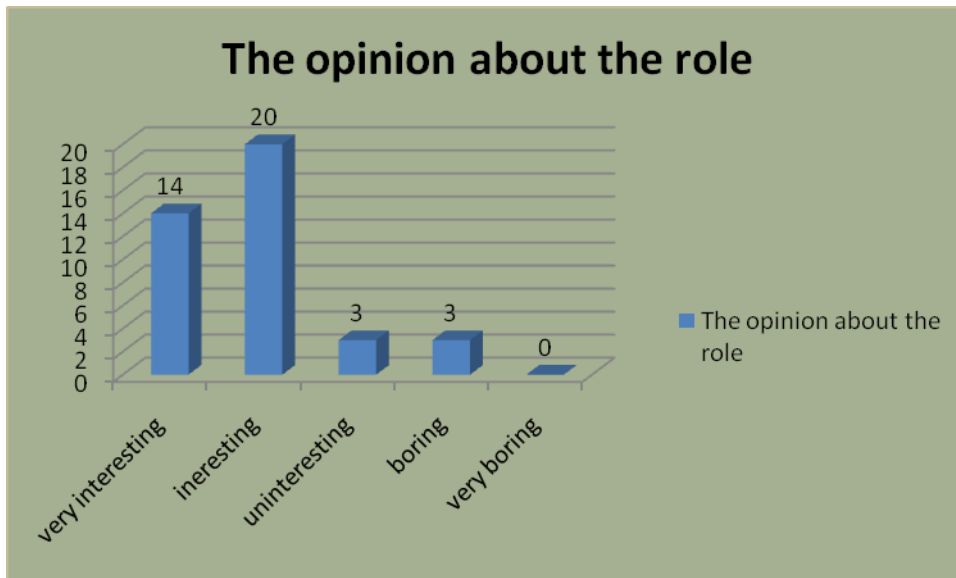


Figure 3

Almost all the people (80%) have found a situation of "low performance" in their work (see figure 4).

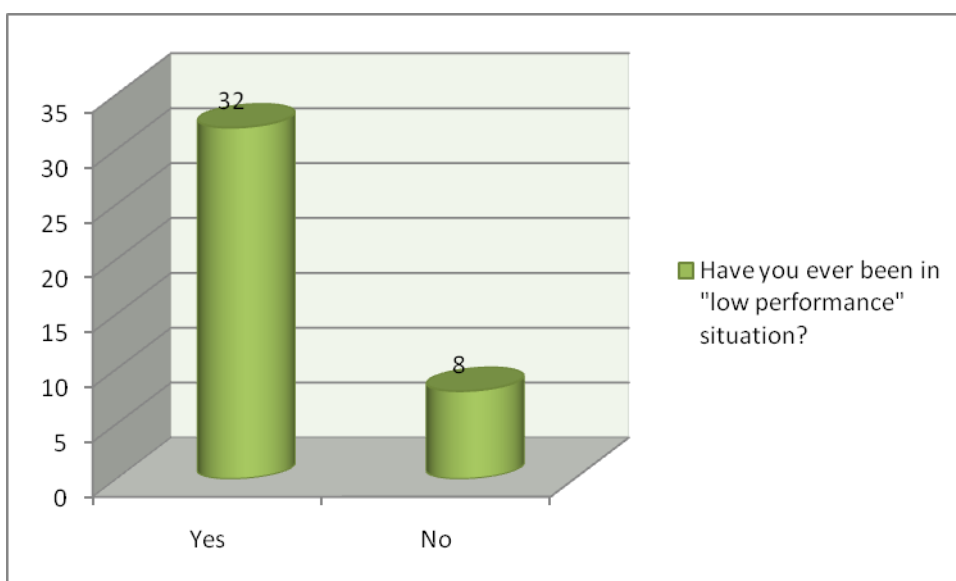


Figure 4

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However, there is a variety of reasons why this could have happened like figure 5 shows. The personal problems of employees and lack of motivation from the project manager are the first two major reasons. Some conflicts that may occur during the implementation of the project are very common factor of “low performance”, also. Finally, company's loss of interest and lack of motivation from the project itself are complete the list of reason of “low performance”.

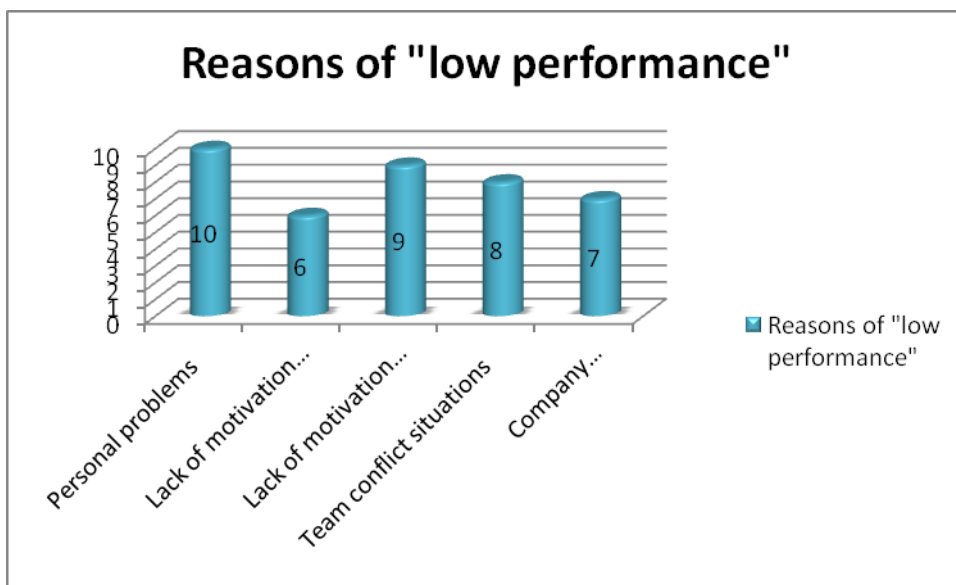


Figure 5

Despite the fact that almost all the participants have been in a “low performance” situation, the 90% have overcome it. According to figure 6, self motivation is the factor that helped nineteen out of forty people to find their strenght again and keep working with will and passion. Only 8 people believe in Project Manager's abilities and experience in order to overcome this “low performance”. Of course it is important to say that almost 1/3 (13 persons) have been helped from their organizations.

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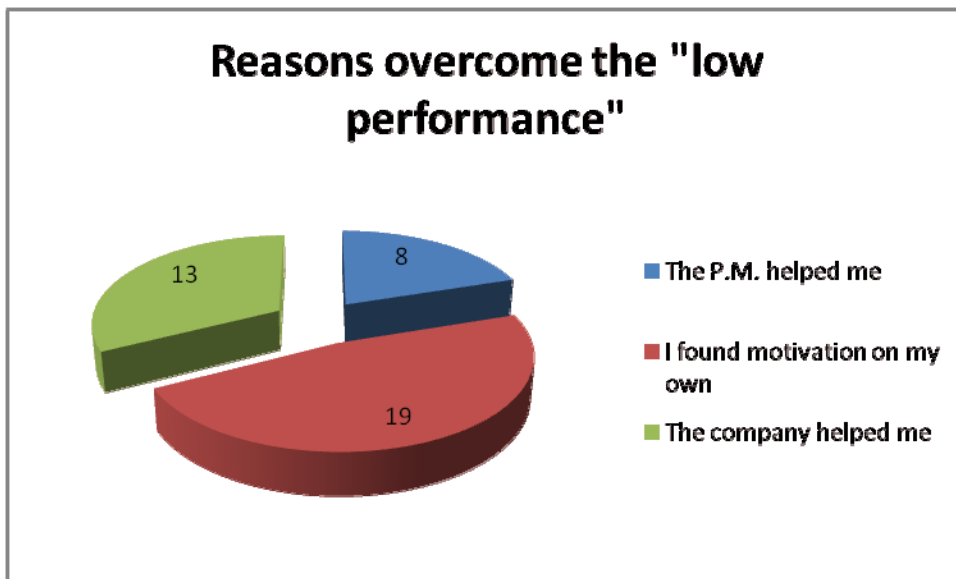


Figure 6

A very interesting result from this survey is the methods that help people to regain their high performance. Figure 7 shows those three different ways of motivation are the most important (bonus, conflict resolution and personal talk). The possibility of a better possession in the company or a higher salary is not so important.

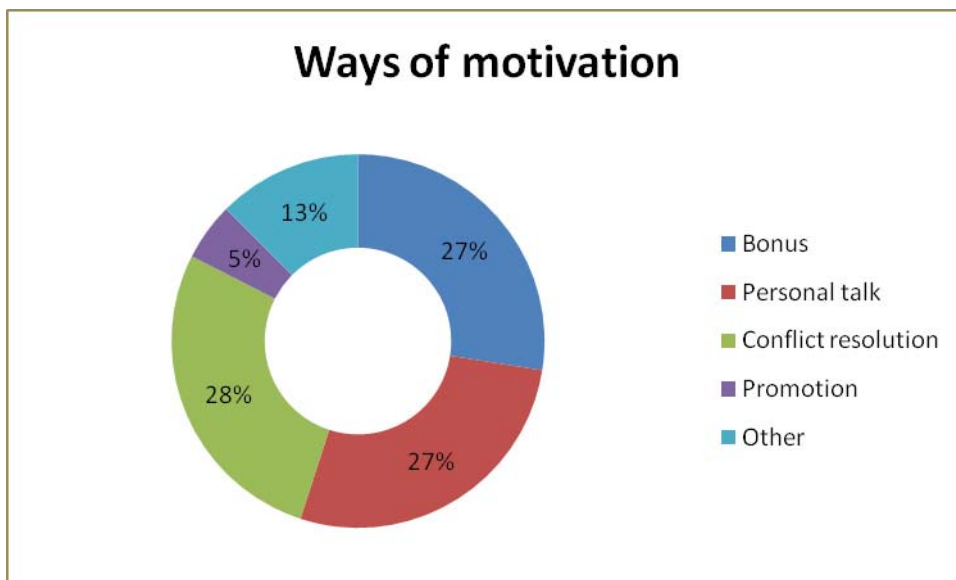


Figure 7

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The fifty percent believe that project manager is a professional. After that the other fifty percent think that emotional, experienced and amateur or something else will characterize the project manager (as seen on figure 8).

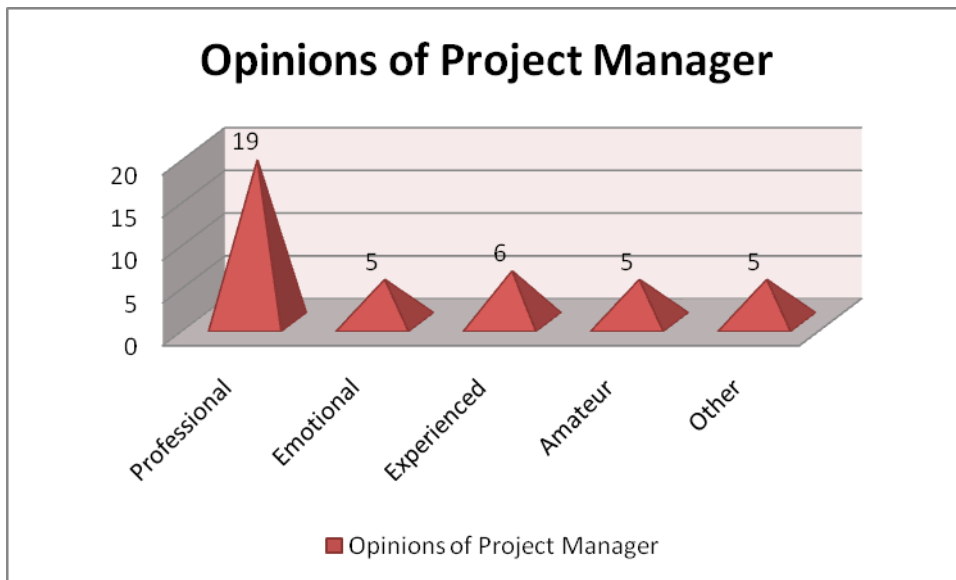


Figure 8

Finally, the percentage that project manager is being considered as the facilitator of the project team's "low performance" is almost 97%. This high number of people consider bonus as the major factor that could help them overcome their performance. The dissolve of any kind of problems that may occur through the project and personal talk between project manager and his/her team members are important, too (figure 9).

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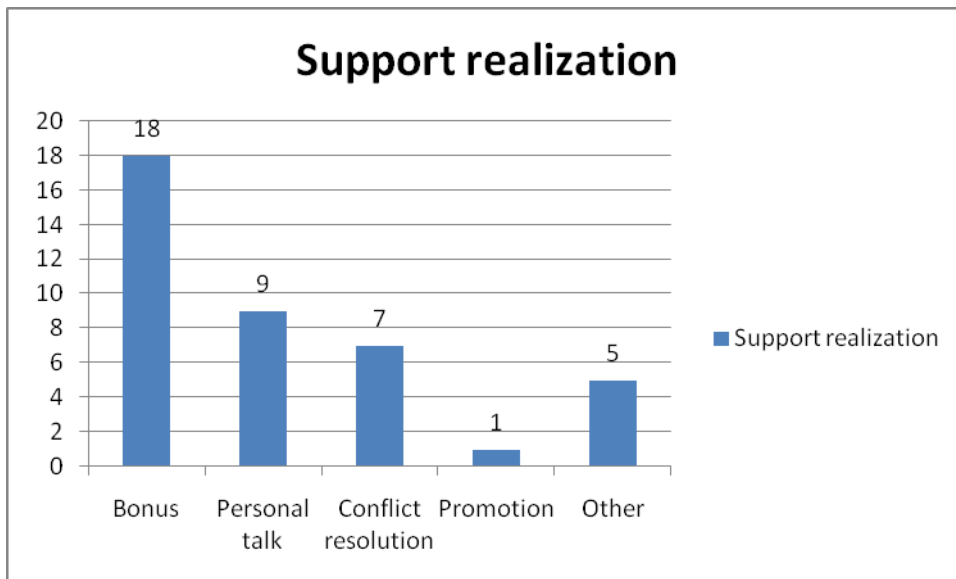


Figure 9

5.5 Interviews with Project managers

The creation of Master Thesis included two interviews with Project Managers. The first Project manager is working in a big pharmaceutical organization for more than three years. His experience was valuable in order to provide information and results for the Thesis. The hold of Project Manager Professional degree offer elements that could be described not less than accurate. His answers were achieving high project management standards and of course meet the typical requirements of a project. He transferred his experience in the answer sheet and covered all the fields of Project Management.

On the other hand, the second Project manager is a woman that occupied in the field of education and more specific in Ministry of Education. She has almost 3 years experience but the nature of projects does not have the typical features of the Projects as we know them. However, she tried to answer in the questions in an honesty and simple way. Her lacks of education project management background provide in the Thesis

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results by a project manager with only experience background. In addition, she helped Thesis with answers that came from government field.

CHAPTER 6 – DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

6.1 The Guideline

What is Project?

- Have a specific objective to be completed within certain specifications
- Have defined start and end dates
- Have funding limits
- Consume human and nonhuman resources (i.e. money, people, equipment)
- Are multifunctional (i.e. cut across several functional lines)¹

The first steps as project manager:

- Understand the scope of the project
- Clarify the needs of the stakeholders
- Create project team
- Communicate properly the objectives of the project
- Gain the support of senior management

¹ Adapted from Harold Kerzner. *Project management: A systems approach to planning, scheduling and controlling*. (New Jersey: John Wiley & Sons) p. 2.

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During implementation of the project:

- Be on time
- Control the expenses
- Assure quality
- Resolve any conflicts
- Keep project team's members morale high

Symptoms of project team's performance lows:

- Lack of interest
- Delays on deliverables
- Conflicts arise
- Psychological and physical tiredness

Reasons of project team's performance lows:

- Lack of motivation from the project manager
- Lack of interest from the organization
- Personal problems
- Project team conflicts
- Changes in working conditions
- Personal problems

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Ways to overcome project team's performance lows:

- Extra bonus
- Promotion
- Better working environment
- Conflicts resolutions
- Senior management support
- First discuss with each team member in order to clarify his/hers strongest motivation. Then apply the most suitable from the above.

Need more assistance in order to motivate? Try the below resources:

- Flannes, W. & Levin, G. Essential people skills for project managers. Management Concepts.
- Heller, R. Managing Teams. DK
- Project Management Institute. A guide to the project management body of knowledge (3rd ed.). Newton Square.
- Kerzner Harold. Project management: A systems approach to planning, scheduling and controlling. John Wiley & Sons.
- CH2mHILL. Project Delivery System (4th ed.).

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6.2 Conclusions, recommendations

The creation of a guideline was not easy work. The author tried to make an effort to present new tips to assist project managers to complete their projects without any delays or over budget. Finding new ways to motivate project teams were the biggest part of my thesis. The project manager has a key role to motivate his/her team members. Their performance determines how satisfied and happy the members of this project team will be. As a conclusion, the result of their performance will affect the final outcome of the project.

He was expecting that the guideline will be a useful tool in project manager's hand. The author wants this guideline to inspire them and direct them to a successful completion of a project, while satisfying all the stakeholders that will be part of this project. His ambition is that any project manager that will encounter problems on how to retain the high performance and the morale of his/her team will use this guideline.

On the other hand, guidelines for project managers are a very common and widespread object of study. It was easy to lose his orientation and create another useless guideline. That's the reason why he took data from real life (questionnaire, interviews) up to date (-2008) and created a unique tool-guideline.

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Appendices A Interview Questions

1. What is your education?
2. How long are you working as a project manager?
3. What kind of training or professional development have you undertaken in the past that fits you for this role?
4. What kind of training or professional development do you think you still need?
5. As a project manager, what do you consider to be your main roles and responsibilities?
6. What is your opinion about your occupation?
7. What is your opinion about motivation?
8. Do the members of a project team need to be motivated? Why?
9. What techniques or processes did you use to motivate your team?
10. What kind of challenges or difficulties did you face in the procedure of motivation and how did you overcome them?
11. What is your relationship with your project team's members?
12. What motivates you, as project manager, to do your best on the work?
13. In your opinion what does a person need in order to motivate others?
14. Describe a personal experience about how you have motivated a team to complete its work with success.
15. What kind of organizational structures have been used to support your project?
How effective has this been and how they can motivate you and your team?
16. Do you abandon your goals easily or you are trying hard to achieve your goals?
17. Have you reached your last project's goals?

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Appendices B Questions of the questionnaire and survey

1. Are you:

Male <input type="checkbox"/>	Female <input type="checkbox"/>
-------------------------------	---------------------------------
2. How old are you:

20-28 <input type="checkbox"/>	
29-37 <input type="checkbox"/>	
38-46 <input type="checkbox"/>	
47-55 <input type="checkbox"/>	
55-63 <input type="checkbox"/>	
63-71 <input type="checkbox"/>	
3. What is your occupation?
4. Do you like your job? Why?
5. How many years have you worked for this company?

Less than a year <input type="checkbox"/>	
Between 1-3 years <input type="checkbox"/>	
Between 3-5 years <input type="checkbox"/>	
More than 5 years <input type="checkbox"/>	
6. How long are you occupied with this project?

Less than a year <input type="checkbox"/>	
Between 1-3 years <input type="checkbox"/>	
Between 3-5 years <input type="checkbox"/>	
More than 5 years <input type="checkbox"/>	
7. What is your role in this project?

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8. What is your opinion about your role?

Very interesting ☐

Interesting ☐

Uninterested ☐

Boring ☐

Very boring ☐

9. Have you ever found yourself in the situation of “low performance” during the execution of a project?

Yes ☐ No ☐

10. This “low performance” was due to:

☐ Personal problems

☐ Lack of motivation from the project itself

☐ Lack of motivation from the project manager

☐ Team conflict situations

☐ Company problems/ signs of loss of interest for the project

11. Did you overcome this “low performance”?

Yes ☐ No ☐

12. If “Yes”, this happened because:

☐ The Project Manager helped me

☐ I found motivation on my own

☐ The company helped me

13. What was the motivation that resulted in this overcome?

☐ Bonus

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- ☐ Personal talk
- ☐ Conflict resolution
- ☐ Promotion
- ☐ Other

14. What is your opinion about the project manager?

- ☐ Professional
- ☐ Emotional
- ☐ Experienced
- ☐ Amateur
- ☐ Other

15. Do you believe that the project manager supports the project team to complete its role with success?

Yes ☐ No ☐

16. How is the above support being realized towards yourself?

- ☐ Bonus
- ☐ Personal talk
- ☐ Conflict resolution
- ☐ Promotion
- ☐ Other

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