



## Motivation Questionnaire

> Employee Motivation Report

Name: **Miss Sam Sample**

Date: 02 October 2006

## INTRODUCTION

This report describes the factors that are likely to have an impact on Sam's motivation at work.

Summary: Provides a high-level summary of strongest motivators in order of priority  
Part One: Highlights what is likely to motivate and de-motivate Sam  
Part Two: Includes tips and suggestions on how to motivate Sam

This report is based on Sam's responses to the Motivation Questionnaire (MQ). Her responses have been compared against those of a large relevant comparison group to give a description of what motivates her.

The accuracy of this report depends on the frankness with which she answered the questions as well as her self-awareness.

This report has a shelf-life of 18-24 months and should be treated confidentially. If there are major changes in Sam's life or work she should complete the MQ again.

## SUMMARY

Sam's key motivators and de-motivators can be summarised in order of priority:

### Strongest motivators \*

- Affiliation
- Recognition
- Flexibility
- Commercial Outlook
- Interest

### Strongest De-motivators

- ! Level of Activity
- ! Structure
- ! Competition
- ! Fear of Failure
- ! Personal Growth

*\* Part One details whether Sam considers each motivator to be strong or moderate.*

## PART ONE

### Strong Motivators

The following are likely to be strong motivators, with a considerable impact on Sam:

Description	Likely positives and negatives
<p><b>Affiliation</b></p> <p>Motivated by interaction with other people in their work.</p>	<ul style="list-style-type: none"> <li>✓ Could be strongly energised by opportunities to work in teams and help others</li> <li>✓ The opportunity to meet new people is likely to be a strong motivator</li> <li>✓ The people side of work is likely to be very important to this individual</li> <li>✗ Lack of interaction with others is likely to frustrate</li> <li>✗ An unhappy work environment is likely to de-motivate</li> </ul>
<p><b>Recognition</b></p> <p>Motivated by praise and other outward signs of recognition for their achievements.</p>	<ul style="list-style-type: none"> <li>✓ Praise and positive feedback is likely to be very motivating</li> <li>✓ Recognition for a job well done is likely to be very energising</li> <li>✗ Likely to be de-motivated by a lack of support</li> </ul>
<p><b>Flexibility</b></p> <p>Motivated by a fluid unstructured environment.</p>	<ul style="list-style-type: none"> <li>✓ Likely to find change very motivating</li> <li>✓ Probably finds a degree of ambiguity very energising</li> <li>✗ Likely to get turned-off by over regulated /bureaucratic environment.</li> </ul>
<p><b>Commercial Outlook</b></p> <p>Motivated by commercial success, for example increased sales, reduced costs or profitability.</p>	<ul style="list-style-type: none"> <li>✓ Probably very keen to see how their efforts impact on the organisation's performance</li> <li>✓ Likely to be strongly driven by work where there is a commercial focus</li> <li>✓ Could be a particular motivator for those working in a sales role</li> <li>✗ Likely to be de-motivated when work is not linked to a cash value</li> </ul>

## Moderate Motivators

The following are likely to have a moderate impact on Sam's motivation:

Description	Likely positives and negatives
<p><b>Interest</b></p> <p>Motivated by jobs that provide them with variety, interest and stimulation.</p>	<ul style="list-style-type: none"> <li>✓ Likely to find variety in their work quite motivating</li> <li>✓ Likely to enjoy being creative</li> <li>✓ Work seen as stimulating or interesting is likely to motivate</li> <li>✗ Routine tasks can frustrate and de-motivate</li> </ul>
<p><b>Autonomy</b></p> <p>Motivated by being given scope for organising their work as they see fit.</p>	<ul style="list-style-type: none"> <li>✓ Having opportunities to work independently is a likely source of motivation</li> <li>✓ Being able to use their initiative is likely to motivate</li> <li>✗ Regular close supervision is likely to de-motivate</li> <li>✗ A lack of autonomy is likely to de-motivate</li> </ul>
<p><b>Personal Principles</b></p> <p>Motivated by being able to uphold ideals and conform to high ethical and quality standards.</p>	<ul style="list-style-type: none"> <li>✓ Likely to focus on producing work that is of a high standard</li> <li>✓ Probably keen to see alignment between their values and those of the organisation</li> <li>✓ Will place a high value on the organisation working ethically</li> <li>✗ Being asked to compromise own ethical standards is likely to de-motivate</li> </ul>
<p><b>Ease &amp; Security</b></p> <p>Motivated by feeling secure about job and position. Also by contextual factors, such as pleasant working conditions.</p>	<ul style="list-style-type: none"> <li>✓ Job security is likely to be important</li> <li>✓ A pleasant work environment is likely to motivate</li> <li>✓ Likely to focus on the job package being offered</li> <li>✗ Will be concerned by any job insecurity</li> <li>✗ Will probably not enjoy inconvenient or unpleasant working conditions</li> </ul>
<p><b>Progression</b></p> <p>Motivated by having opportunities for promotion.</p>	<ul style="list-style-type: none"> <li>✓ Promotion and career advancement likely to be a driver</li> <li>✓ Likely to be motivated by opportunities for career development</li> <li>✓ Likely to be energised by 'fast-stream' promotion systems</li> <li>✗ Lack of opportunity for promotion is likely to de-motivate</li> <li>✗ Likely to be de-motivated by unfair promotion decisions</li> </ul>

## De-Motivators

The following are likely to have a negative impact on Sam's motivation:

Description	Likely positives and negatives
<p><b>Level of Activity</b></p> <p>De-motivated by the need to be 'on the go'. Does not enjoy multi-tasking or having to cope with time pressure.</p>	<ul style="list-style-type: none"> <li>✓ Likely to prefer a calm, steady work pace</li> <li>✓ Prefers to focus on a single task</li> <li>✗ Unlikely to respond well to consistent time pressure</li> <li>✗ Unlikely to enjoy multi-tasking</li> <li>✗ May find a constantly fast pace of work de-motivating</li> </ul>
<p><b>Structure</b></p> <p>De-motivated by a strongly regulated or bureaucratic environment.</p>	<ul style="list-style-type: none"> <li>✓ Likely to be energised by operating in a fluid unstructured environment</li> <li>✓ Likely to be quite tolerant of ambiguity</li> <li>✗ Likely to be frustrated by bureaucracy</li> <li>✗ May find a perceived lack of change de-motivating</li> </ul>
<p><b>Competition</b></p> <p>De-motivated by being bench-marked and compared against others.</p>	<ul style="list-style-type: none"> <li>✓ Is likely to be more motivated by co-operating with rather than competing against</li> <li>✗ Being compared and bench-marked against others is unlikely to inspire motivation</li> <li>✗ Likely to be de-motivated by a competitive culture</li> </ul>
<p><b>Fear of Failure</b></p> <p>De-motivated by possible failure, criticism or the loss of self-esteem.</p>	<ul style="list-style-type: none"> <li>✓ Is likely to find a blame-free culture motivating</li> <li>✓ Will probably prefer work where the prospect of 'failure' is low</li> <li>✗ Can become discouraged by the prospect of doing badly</li> <li>✗ Likely to find undue criticism de-motivating</li> </ul>
<p><b>Personal Growth</b></p> <p>Less motivated by opportunities for further training and development or the acquisition of new skills.</p>	<ul style="list-style-type: none"> <li>✓ Unlikely to find opportunities for learning and developing motivating, such opportunities are likely to be seen as less important</li> <li>✓ May feel they have learnt/developed as much as they want</li> <li>✗ May be frustrated by unnecessary training</li> <li>✗ Unlikely to focus to any great degree on personal development</li> </ul>
<p><b>Status</b></p> <p>Less motivated by outward signs of position and status and due regard for rank.</p>	<ul style="list-style-type: none"> <li>✓ Could be motivated by an environment without obvious indicators of rank and status</li> <li>✓ May be quite energised by a working environment that downplays job titles, hierarchies and level</li> <li>✗ May find the notion of status rather de-motivating</li> <li>✗ May be put off by a working environment that is status conscious</li> </ul>
<p><b>Material Reward</b></p> <p>Less motivated by financial reward.</p>	<ul style="list-style-type: none"> <li>✓ Receiving a pay increase is likely to be seen as a feel-good factor rather than a motivator</li> <li>✓ May be looking for other aspects of the job to enhance motivation rather than just financial aspects</li> <li>✗ Lack of equity in rewards may still de-motivate</li> </ul>

## Likely to have little or no impact on Motivation

The following are likely to have a minor impact on Sam's motivation:

Scale	Description
Achievement	This is about the extent to which someone is motivated by being given challenging targets and feeling that their abilities are being stretched
Immersion	This is concerned with the extent to which someone is motivated by work, which requires commitment considerably beyond 'normal' working hours
Power	The extent to which someone is motivated by having opportunities for exercising authority, taking responsibility, negotiating and being in a position to influence others

## **PART TWO: Tips and suggestions on how to motivate Sam**

### **Managing Sam's Strong Motivators**

#### **Affiliation**

- Check what constitutes 'close working with others' for Sam
- Emphasise the importance you place on team-working
- Ensure that Sam is not expected to work on her own for extended periods or too often
- Explore opportunities for Sam to coach others or offer support
- Explore opportunities for Sam to network or meet other people
- If social events or team days need to be organised, Sam might be interested in helping set them up
- Ensure that Sam's need for social interaction does not impact on her productivity

#### **Recognition**

- Check what forms of praise and recognition are most meaningful to Sam
- Ensure that you praise her good work
- Do not over-praise Sam as this will dilute the potency of the praise when given
- Stress what the particular benefits of Sam's work have been
- Emphasise how useful Sam's work has been whenever it proves helpful in unanticipated ways
- Celebrate success publicly if all members of the team are motivated by recognition

#### **Flexibility**

- Check what constitutes a 'structured' versus an 'unstructured' environment for Sam
- Make sure that the goals for a task are set at a high level, avoiding too much detail
- Try to allow her a degree of flexibility in the way she approaches tasks provided any objectives and measures are met
- Monitor Sam's performance against major milestones rather than every single event
- Wherever possible, do not set structures and procedures that are too tightly defined for Sam's comfort
- When Sam is absolutely required to work within clearly defined structures and procedures, sell the benefits to her in terms of one of her other motivators

#### **Commercial Outlook**

- Check what would constitute a 'commercial goal' for Sam
- Try to emphasise the links between Sam's work and its impact on the bottom-line
- Explore how Sam feels when she cannot relate her work to commercial goals
- Talk to Sam in terms of measures, especially financial ones, and make clear links between any measures and organisational success
- Ask Sam to write her own measures and to consider how her effort contributes to shareholder value or financial success
- Reward Sam according to her performance against profit or other financially-oriented targets
- Include Sam in commercial discussions, ask for her opinion, and give her problems to solve that have demonstrable financial or commercial value
- When no clear links can be made between Sam's work and commercial goals, explore how Sam could tap into her other sources of motivation to keep herself motivated



## Managing Sam's Moderate Motivators

### Interest

- Check what constitutes 'variety' for Sam
- Check what interests Sam most and try to include elements of this in her work
- Ensure that Sam's work is varied
- When deciding Sam's objectives, ask her to make some suggestions
- Avoid setting too many routine tasks for Sam
- When routine tasks are essential, encourage Sam to find ways to explore new approaches or improve efficiency in undertaking them

### Autonomy

- Check what constitutes 'autonomy' for Sam
- Try to take a relatively 'hands off' approach to managing her
- Set Sam's objectives and measures, and then let her decide how to achieve the objectives as long as she meets the measures agreed
- In as far as is practical, ensure that you allow Sam to structure her own approach to her work
- Be sensitive to Sam's need for empowerment and do not impose too many constraints
- Focus on achievement of agreed outputs rather than methods of reaching them
- Ensure that Sam has the support, materials and means of communication to work independently. Jointly agree communication methods, styles and frequency

### Personal Principles

- Check which ethical and quality standards are important to Sam
- Check whether these are in line with the organisation's requirements and culture
- Explore how the organisation's vision and values affect Sam and her work
- Explore how Sam feels if asked to compromise her standards
- Ensure you do not set resource or time constraints that are likely to require Sam to compromise her standards
- Ensure that Sam does not place so much emphasis on quality that it impacts too much on her productivity or timescales

### Ease & Security

- Check what constitutes 'comfortable working conditions' and 'job security' for Sam
- Ensure that Sam's working environment is comfortable
- It may be beneficial to try to introduce some 'safe risk' into Sam's role, where failure is viewed as a learning opportunity
- If possible, emphasise Sam's job security and longer-term job prospects
- If long-term job security is unlikely, be honest and upfront
- Try to keep Sam informed as much as possible during periods of uncertainty and insecurity

### Progression

- Check what constitutes 'good promotion prospects' for Sam
- Encourage Sam to put a career plan together
- Try to find opportunities for Sam that will increase her skills in areas she will need to advance
- Look for opportunities for Sam to work in environments that will increase her visibility in the organisation
- If there are no real opportunities for Sam to advance in the near future, look for ways to encourage Sam to develop skills that will make her more promotable in future

- Examine sideways moves for Sam to gain extra experience as well as promotion, look at special projects and make it clear to Sam what you are doing and why you are doing it

## Managing Sam's De-motivators

### Level of Activity

- Check you understand what constitutes 'being busy' for Sam
- Ensure Sam doesn't have too much to do at once
- Try to structure her work as a series of tasks that can be conducted one after the other
- Where possible, allow Sam to work at her own pace
- Help Sam to identify which tasks are time bound and which are longer term, and explore strategies for dealing with each in different ways
- Help her to identify priorities and where to focus her time
- Explore times when Sam has felt under pressure and look for common reasons for her feeling under pressure. Explore ways to deal with these
- Explore whether she is concerned that being busy affects the quality of her work
- Try to ensure that Sam does not procrastinate too much to complete her work, and help her to avoid unnecessary distractions

### Structure

- Check what constitutes a 'structured' versus an 'unstructured' environment for Sam
- Make sure that the goals for a task are set at a high level, avoiding too much detail
- Try to allow her a degree of flexibility in the way she approaches tasks provided any objectives and measures are met
- Monitor Sam's performance against major milestones rather than every single event
- Wherever possible, do not set structures and procedures that are too tightly defined for Sam's comfort
- When Sam is absolutely required to work within clearly defined structures and procedures, sell the benefits to her in terms of one of her other motivators

### Competition

- Check what constitutes a competitive environment for Sam.
- Ensure you focus on Sam's performance relative to goals instead of relative to other people.
- Don't put Sam in a situation where she will have to outperform colleagues in order to do well.
- If the environment is a naturally competitive one, try to shield Sam from some of the harsher aspects of this.
- Set targets that focus on the team achieving a particular result and measure success through achievement of the whole, rather than focusing purely on Sam's contribution

### Fear of Failure

- Sensitively check what constitutes 'failure' for Sam
- Avoid setting Sam objectives that are so unrealistic that she is unlikely to succeed no matter how hard she tries
- Ensure that you provide Sam with sufficient support and that she does not feel exposed to the likelihood of failure
- Encourage Sam to come to you if she has any problems or issues
- If Sam appears to have "switched off" from a particular task, sensitively explore the reasons why with her
- Structure any feedback to Sam so it is balanced, emphasises success and includes practical ways she can realistically improve her performance
- Try to ensure you do not allow a blame culture to develop

## Personal Growth

- Check what constitutes useful opportunities for growth for Sam
- Check how Sam feels about different methods of acquiring new skills and knowledge
- Place a lot of emphasis on the skills and knowledge that Sam already has and encourage Sam to play to her strengths and to further hone her existing skills
- When Sam is required to learn new skills or acquire additional knowledge, try to ensure the method of learning suits Sam's preferred learning style
- Only put Sam onto training courses that are essential for her job or career
- Relate any learning required of Sam to achievement of her objectives, and make it clear how it is essential for success
- Make sure that any learning is stretching but within the Sam's capability

## Status

- Check what constitutes over-emphasis on status and signs of rank for Sam
- If possible, try to avoid displaying overt signs of rank for yourself, Sam and members of Sam's team
- Ensure other team members do not flaunt signs of their status to Sam, and do not act impressed at status symbols in front of her
- If possible, ensure Sam's role title reflects her expertise rather than her rank (e.g. "...expert" not "...manager")
- Explore Sam's reputation in terms of the value of her contribution to the business rather than in terms of rank or position. Support her in gaining an excellent reputation and the respect of others
- Focus on what Sam achieves rather than her rank

## Material Reward

- Check what constitutes 'fair remuneration' for Sam
- In as far as is possible, ensure that salaries, bonuses and other financial rewards are awarded equitably
- Ask Sam what alternatives she can suggest to financial reward and apply where it is practical to do so
- Ensure you use praise, recognition and positive reinforcement of Sam's successes - do not rely on organisational mechanisms such as bonus schemes to motivate her

The data in this report is based upon the following raw scores:

E1=8, E2=25, E3=14, E4=14, E5=22, E6=25, E7=36, S1=39, S2=38, S3=30, S4=29, S5=15, I1=34, I2=37, I3=33, X1=20, X2=29, X3=19

## ABOUT THIS REPORT

This report was generated using the SHL Expert Assessment System. It includes information from the Motivation Questionnaire (MQ). The use of this questionnaire is limited to those people who have received specialist training in its use and interpretation.

The report herein is generated from the results of a questionnaire answered by the respondent(s) and substantially reflects the answers made by them. Due consideration must be given to the subjective nature of questionnaire-based ratings in the interpretation of this data. This report has been generated electronically – the user of the software can make amendments and additions to the text of this report.

SHL Group plc and its associated companies cannot guarantee that the contents of this report are the unchanged output of the computer system. We can accept no liability for the consequences of the use of this report and this includes liability of every kind (including negligence) for its contents.

© 2006, SHL Group plc  
[www.shl.com](http://www.shl.com)

SHL is a trademark of SHL Group plc.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means or stored in a database or retrieval system without the prior written permission of SHL Group plc.