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**MOTIVATIONAL COMMUNICATION  
- A FORCE MULTIPLIER IN WORK PRODUCTIVITY**

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**ABSTRACT**

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*Maybe the place to begin is to say what motivation isn't. Many people incorrectly view motivation as a personal trait – that is, some have it and others don't. Motivation is an important force multiplier which encourages persons to give their best performance and help in reaching the enterprise goals. A strong positive motivation will enable the increased output of employees but a negative motivation will reduce the same performance. The purpose of this literature is to broaden the boundaries of the debate on Motivation as a force multiplier and increase our understanding of its influence beyond the economic sphere. This paper examines the values, benefits and facts that lead Organizations to the view that Motivation is a tool for improving the performance. Motivation to induce the work productivity is a well-intentioned approach to convince corporate entities, particularly transnational corporations, to adopt principles that would lead to an improvement in the quality and quantity of productivity of the work force.*

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**Background of study:**

Ramesh, my friend was struggling with his vehicle. His vehicle was just nine month old. He tried a lot to start the vehicle but failed. Finally, the mechanic was called for the repair. The mechanic checked the vehicle and confirmed that there was no 'Spark' in the plug. Astonishingly, a huge vehicle could not start due to non-availability of small appearing- 'Spark'. Similarly, a skilled personal will not be able to perform if 'Spark', i.e. 'Motivation', is missing. The vital requirement therefore is to ensure presence of this 'Spark' -- the 'Motivation', in the workforce. However, the challenge for the supervisors / management is how to motivate the workforce.

For an organisation, it is critical that the work productivity is kept at its optimum level for smooth and efficient operations. Optimum performance may be envisaged from skilled workforce only. Skilled workforce will be productive only if they are adequately motivated.

For effectively achieving the motivational task, one has to be prepared to handle various personalities from different background with different 'Intelligence Quotient' (IQ) & 'Emotional Quotient' (EQ). In this process two elements are involved- 'Motivator' & 'Motivatee' -the person to be motivated'. They are like two distant places and task is to bridge the gap between them. The 'interface' between both is 'Communication'. Needless to mention that 'connect' will be resulted only when the communication is complete.

Two distant places, irrespective of distance between them, are linked, or connected by 'road'. This may be in shape of 'bridge', 'airway' or 'muddy footpath' (Kachcha Rasta). To ensure all-time connectivity, availability of this road is crucial. If this road is blocked, or broken the connectivity between the 'distant places' will also break. This road acts as 'an interface' between both the places. On same lines, 'effective communication' is the road to reach the destination of 'Motivation'.

'Communication' is essential interface for 'Motivation', and thus it is vital for productivity. Most managers and CEOs have argued that interacting for better communication, results in improved productivity and bottom-line results. When there is no open communication, miscommunication or misunderstanding is often the result, causing conflict and frustration among team members. Managements need to understand that good communication and motivation are tied together closely.

### **Counseling**

The various institutions have numerous methodologies to interact / communicate with their employees. The basic objective of these interaction sessions is to 'bridge the communication gap between management and workforce'. Weekly get-together, Quarterly counselling sessions, Darbaars / Sabhas (Community Meetings), Community Dinner parties, Sports competitions, cultural evenings etc. are the few ways to establish meaningful communication with the employees.

These sessions may not yield the envisaged result instantly, as motivating the work force is a slow and long-term process. Degree of involvement of motivator as well as the victim employee will dictate the outcome of the sessions.

## **Objective & Scope**

The objective of the study is to observe the process and impact of Motivational communication as the force multiplier of workmen, working on different operations, in a selected unit within one of countrywide combat institution, whereas the scope of the study is restricted to the technical training of Motivational communication as the force multiplier to supervisor and senior officials of the unit at countrywide combat institution.

## **Methodology**

### **For supervisor and senior officials of the unit at countrywide combat institution.**

- ✎ Studying the written down policy and procedures for Motivation and communications with the work men
- ✎ Discussion with Training In-charge of unit at combat institution
- ✎ Attending both classroom training and on the job training

## **Training Policy and Training Budget in the Observed Company**

The training function at the unit level co-ordinates the technical training of supervisor and senior officials of the unit at combat institution but the responsibility of delivering training lies with the senior heads of the Individual unit. The unit has a training policy of providing a minimum of four hours of training to each supervisor every year, which excludes ON-THE-JOB training. The policy also provides for a minimum of 6 days of training for officers and 4 days of training for staff each year. There is no fixed budget for training during the year.

## **Organization of Training Programme**

Training programmes are organized on the basis two categories:

- a) Needs which are to be addressed IN-house
- b) Needs which are to be addressed through external agencies/ institutes.

## **Key Result Areas For unit**

- 1) Idle time reduction
- 2) Technological improvement
- 3) Energy Conservation (reduction by 3% from last year)
- 4) New model development as per plan
- 5) Capacity expansion
- 6) Reduction of manhour loss due to lack of motivation
- 7) Training of supervisor and workers to meet the unit objectives

- 8) Effective and efficient functioning.
- 9) SMART wok

The total employee strength of department taken is approximately 175 with minor variations due to manpower inflow and outflow. There are around 87 workers whose productivity needs to crosscheck with the effect of motivational communication as a force multiplier for productivity. The total strength of officers, staff and workers is as follows:

Officers	: 38
Staff/ Supervisors	: 50
Workers	: 87

The educational background of all the workers in the unit on percentage basis is as follows:

- ITI & Diploma holders : 10%
- Intermediate/High school/ some formal education: 70%
- No formal education : 20%

### **Triggers For Identifying Training Needs for the motivational communication**

At the unit, it was observed that line supervisors are involved in training programmes to reduce conflicts as well as to make training effective. Heads and supervisors of various wings execute training for workers in the respective divisions.

- 1) Perfection in Technical Operations: gap was observed in the performance of workers operating on different technical operations. Such performance gaps have resulted in rejections. The rejection rate of the unit under study is 1.2%. Thus, it was felt the scope for improvement and possible identification of technical training of workers for each operation and training delivered.
- 2) Multi-skilling of Workers: growing need for multi-skilling of workers because of following reasons:
  - a) Helps in developing competency level of workmen, which gives them a feeling of self-worth and helps in boosting their morale.
  - b) Multi-skilling helps in scheduling work in case of absence of workmen who can be replaced by multi-skilled workers.
  - c) Multi-skilling can help in the overall plan of manpower rationalization, which has become important, as there is a growing need to control costs.

Workers at the unit of combat institution are being trained at different operations. For example: a workman involved on melting operations is also trained on casting operations, and vice-versa.

### **Motivational Communication Requirements**

- 1) To Motivate the workers
- 2) To Bring effectiveness and efficiency in their productivity
- 3) To reduce the wastage
- 4) To develop the interest in gaining necessary knowledge and skills required working on a specific operation.
- 5) To make workers aware of safety measures associated with different operations.
- 6) To motivate them for participation in proper training.
- 7) To increase the morale and dedication.

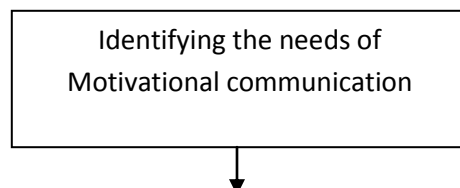
### **Motivational Guidelines (for the Unit)**

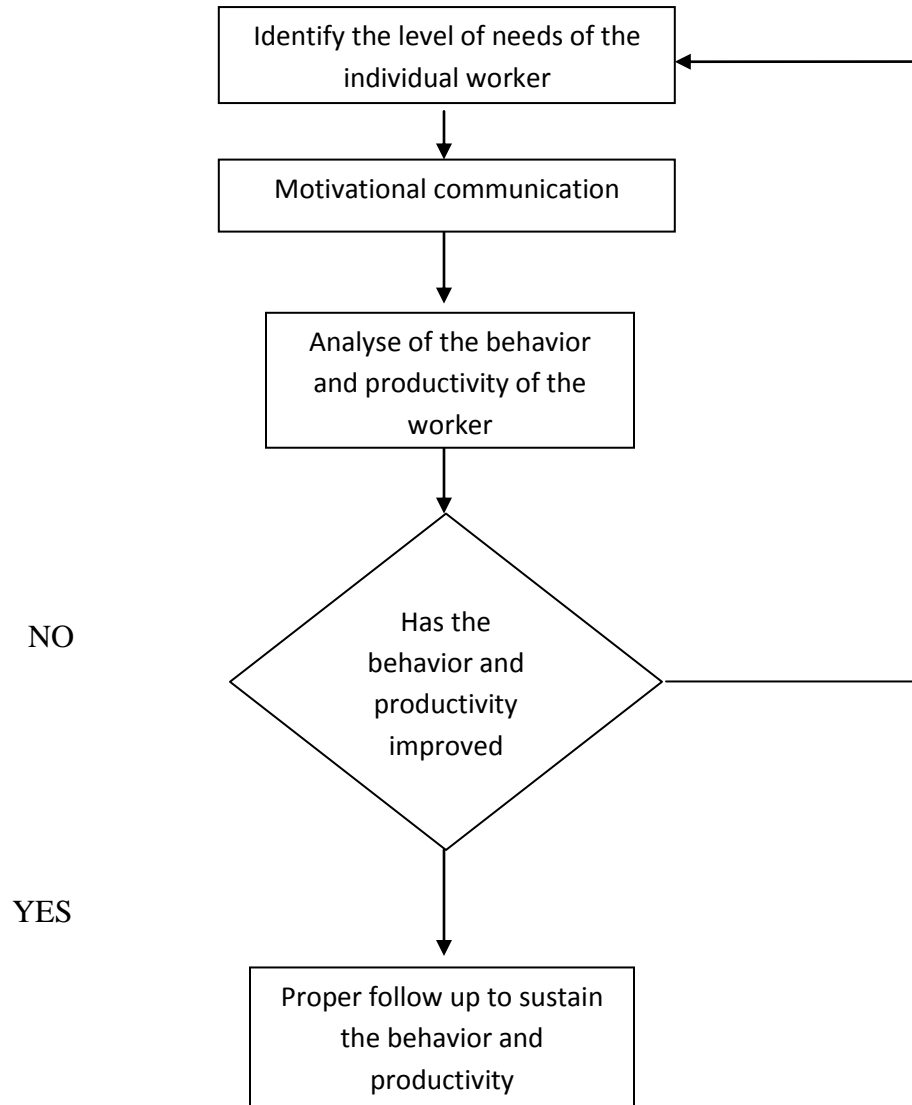
- 1) To impart training to the incharge
- 2) To analyze the need states of the individual worker (Maslow need hierarchy and Herzberg two factor theory)
- 3) To analyse the various environment/situational factors influencing the motivation in workers.
- 4) To develop an understanding of various constraints while motivating a worker.

### **MOTIVATIONAL COMMUNICATION TOOLS**

- 1) Meaning making communication.
- 2) Proper and timely communication
- 3) Proper Recognition and appreciation
- 4) Words of faith and trust

### **MOTIVATIONAL COMMUNICATION FLOW CHART**





The one of the author is from combat institution having attended **Classroom Training** and **On-The-Job Training** at Unit; the training was imparted to senior officials from controlling and motivating the workers of the unit.

- Errors in inspection
- Missing out on some parameters
- Ambiguity in standards
- Lack of understanding of standards

Training methodology was participative lecture and presentation, and training aids were LCD projectors, whiteboard and marker.

#### a) **On-The-Job Training**

The fundamental reason for such type of training is to plug the " **Skill-gap**". The method followed by trainer while conducting On-the-job training as follows:

**Step 1:** Observed and noted the existing way of doing various tasks by the worker.

**Step 2:** Clarified and explained the worker through the motivational communication the prescribed/ ideal way of doing various tasks and sub tasks.

**Step 3:** The supervisor showed the workmen the right way of doing various tasks in an operation by manually operating the machine/tools used in an operation

**Step 4:** The workmen were asked to individually work on the operations as demonstrated by the supervisor in step 3

**Step 5:** Discrepancy is noted and specific Motivational advice is given to improve the skills needed to do a specific task

Effectiveness of the training could not be evaluated immediately. As such there is no Immediate Outcome level. It has to be checked on the regular basis once the trainee works without any supervision.

Thus the author to understand the basic fundamental approach of force multiplier in productivity through communication in workers in the unit of combat institution conducted this work.

This work helps the academia, faculty and students to have in-depth understanding in the processes and procedures underlying the force multiplier, training and motivational communication process of workmen in any unit of combat institution..

### **Observations of the Trends**

To appreciate the actual prevailing practices a study of the communication procedures was carried at various units of one countrywide combat institution [name not disclosed due security reasons]. These units had homogeneity of the policies organization as well as setup, while heterogeneity of culture, cast, community and region was prevailing. This provided ideal platform to study the various elements of the barriers to communication.

All these units were visited physically to actually understand the existing set-up and procedures adhered. Supervisors / managers were spoken. All relevant records were checked. The following were observed during the study:-

1. All classes of employees had undergone these interactions aimed for enhancing the work-productivity.
2. All three levels of supervisors were conducting such sessions for their subordinates. Senior Managers, Executives and workforce were counseled, either verbally or in written form.

2. Interaction sessions were relatively, conducted regularly.
3. Salient features of these sessions were recorded also. Documental records were maintained meticulously.
4. Records were sketchy at lower levels.
5. Employees undergone the sessions have signed after the recording of the salient points of the sessions.
6. Most of the motivators were not clear of the objectivity and approach of the sessions (67%).
7. Feedback on various attributes addressed, were either not followed up, or inadequately followed up.
8. It appeared that these sessions were more of paper exercises then meaningful counseling sessions.
9. At two places, records maintained were without actually having the sessions.
10. Casual / No supervisory checks of these counseling records were carried out at most of the units (92%).
11. The counselees were not counseled on the target / relevant attributes, in few cases.
12. The sessions were for small intervals (4-5 minutes) in many occasions (21%).

The factors observed in the study explicitly reveal that communication was complete in few cases only. The results were, obviously not as envisaged. The non-optimal interaction sessions will result accordingly.

The study, hence asserts that the process of communication, its barriers and way outs are to be critically analysed and correct lessons are learned. In motivating sessions, the counselee needs to be taken up to level where he / she are receptive. These are long-term and sensitive process. Haste actions may not serve the purpose.

### **Analysis of the Ineffectivity of the Communication**

There are many barriers to communication and these may occur at any stage in the communication process. Effective communication involves overcoming these barriers and conveying a clear and concise message.

Interpersonal communications may fail due to various reasons. In many cases communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore, important that the communicator seek feedback to check that their message is clearly understood.

Recognizing barriers to effective communication is a first step in improving communication style. Barriers may lead to the message distortion. It may result in, therefore risk of wasting both time and / or money by causing confusion and misunderstanding. Even confusion may result in adherence of incorrect practices. These factors do have bearing on effectivity of the



communication. These may be related with Physiological, Physical, Systematic and Attitudinal Barriers. We may classify them in four broad groups.

### 1. **Motivator Based.**

- a. Lack of Basic Communication Skills. The receiver is less likely to understand the message if the counselor has trouble choosing the precise words needed and arranging those words in a logical format.
- b. Non-appreciation of Routine Factors. There are factors which may appear as 'minor' or non-contributing, But they appear minor do have significant effect on the objectives. Few of these factors are:
  - (i) Use of jargons, over-complicated, unfamiliar and/or technical terms.
  - (ii) Language differences and the difficulty in understanding unfamiliar accents.
  - (iii) Physical disabilities such as hearing problems or speech difficulties.
- c. Jumping to Conclusions. Biases and prejudices, at times govern one's approach. People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions. In addition, a breakdown in communication may result when someone reach a decision about something before listening to all the facts.
- d. Casual Approach. Use of Slang, professional jargon and regional colloquialisms by motivator can even, at times may hurt counselee with the best intentions.
- e. Lack of Sensitivity. Recognizing the receiver's needs, status, knowledge of the subject, and language skills assists the counselor in preparing a successful message. This can make a message is not adapted by its receiver.
- f. Sequencing of Progress of Counseling. Asking the right questions at the right time to get the information is vital. Therefore, motivator needs to communicate effectively.
- g. Ambiguity and Abstractions Overuse. Leaving things half-said, using too many generalizations, proverbs or sayings, can all lead to communications that are not clear and that can lead to misinterpretations.
- h. If the supervisor speaks in long, compound-complex sentences without giving the counselee a chance to speak, he may pretend to understand the instructions just to show.

### 2. **Target Individual, Counselee based.**

- a. Emotional Noises. An emotional individual may not be able to communicate well. If someone is annoyed, antagonistic, resentful, or fearful, that person may be too preoccupied with emotions to receive the intended message. Some people may find it difficult to express their emotions.
- b. Some of issues may be completely out of his mind or taboo.
- c. Cultural Noises. Social and cultural differences severely affect the session. Even, personal space varies between cultures and between different social practices.
- d. Prejudice. If receiver do not like counselor, for example, he may not be receptive to the counselor. Difference of opinion or perception with the counselor, resulting in mentally 'shutting off' by the counselee.

- e. **Physiological Barriers.** Ill health, poor eyesight, pain in body, physical disabilities such as hearing problems or speech difficulties etc may affect the sessions.
  - f. **Lack of attention, interest, distractions, or irrelevance to the receiver.**
  - g. **Feeding of Too Much of Information.** The counselee may tend to put up a barrier if overloaded or bombarded with too much information. is fed to him. Bombardment of the information that he may have difficulty in interpreting that information.
3. **Skilled based.** There are factors which are associated with skills and abilities, can interfere with an effective interaction.
- a. **Insufficient Knowledge of the Subject.** If the counselor lacks specific information about something, the counselee will likely to receive an unclear or confused message.
  - b. **Lack of Basic Professional Skills.** The counselee is less likely to understand the message if he is not having aptitude / interest in specific subject. For instance – not everybody is having interest in computer handling.
  - c. **Poor Updation of Skills.** Change in technology, hardware or the workforce may not welcome software. Few may resist updating the knowledge due to lack of interest. The counselor will be required to put extra efforts for motivating such individuals.
4. **Environmental Factors.** The factors which are part of the organizational set up & / or layout that get in the way of interaction sessions are sometimes barrier in the Communication. These may be by virtue of physical or some procedural problems.
- a. **Physical Format.** If an interaction is not structured logically, or if it contains factual errors, or illogical information the counselee may not be active in the discussion.
  - b. **Contradictory Communications.** Messages that cause a conflict in perception for the counselee may result in incomplete communication. For example-- if a supervisor requests a report immediately without giving the report writer enough time to gather the proper information. The receiver will be confused, or his report will be illogical too sketchy.
  - c. **Channel Barriers.** If the counselee is not subordinate to counselor, it will be inappropriate channel of communication. Such communication may be frustrating for both communicators.
  - d. **No Follow up / Feedback System.** If the counselor does not permit any interruptions nor questions while interaction, he may find that the counselee may not completely understand what he is to do. The communication cycle may be broken if provision for feedback is inadequate, non-existent or unsuccessful.
  - e. **Typical Structure Design.** Companies or institutions can have organization structures that are implicit, which can make communications difficult.
  - f. **Prevailing poor communications** may be due to bad information systems and lack of supervision or training of the people involved.
  - g. **Distractions in the environment** such as excessive noise or activity.

### **Recommendations.**

All barriers to effective communication can either distract those involved or otherwise hinder the communications. Therefore, it is essential that we ensure they are not in the way of making our point crystal-clear. Various recommendations to achieve the effective motivational session through meaningful communication are appended below-

1. Sharpen professional communication skills to be more effective than one already is for effective approach for motivating the team. In short, one is more effective because clear communication reduces stress and enhances comfort.
2. The skills of 'Active Listening, Clarification and Reflection' may help but the skilled communicator also needs to be aware of 'the barriers to effective communication' and 'how to avoid or overcome them'.
3. It is a great idea to use examples or stories to connect a message that is being discussed.
4. If you are selling an item with twenty-five terrific features, pick two or three important features to emphasize instead of overwhelming your receiver (ho-hum) with an information avalanche.
5. Interpreting Barriers. The process of selecting and organizing symbols to represent a message requires skill and knowledge.
6. Avoid Information Overloading. it takes time to process a lot of information and too many details can overwhelm and distract the audience from the important topics. Keep it Simple, Sweetie.
7. For effective motivating sessions, the counselor needs to be in the reporting chain of the counselee then only he will be able to motivate for the better counselee's performance.

### **Golden Motivational Communication Rule.**

- (a) Transforming Your Workforce Into a cohesive team.
- (b) Effective Communication Starts with Listening.
- (c) Manage Stress For Effective Communication.
- (d) Remove Barriers in Communication

### **Conclusion**

The key priority to ensure an efficient and cohesive working relationship with the team is the vital element for the 'growth in productivity' and 'goals can be achieved through. This will motivate them to perform better than best. Same tool of communication may not be applicable globally, for motivating all individuals. Format and magnitude have to be improvised depending on the prevailing environment, degree of likely success, degree of effectivity required etc. One can recognize various barriers from his own personal and professional experience. A skilled communicator must be aware of these barriers and try to reduce their impact by continually checking understanding and by offering appropriate feedback. Finally all efforts must result in enhanced work-productivity.

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