

**Activity 1: Group discussion**

**“What does a S.6 graduate need?”**

Form a group of four to five.

**Step 1**

You are going to be a S.6 graduate in this summer. Brainstorm in your group and list all the needs that you think a S.6 graduate might have in the box below.

**Step 2**

Categorise the above needs into 5 different levels according to Maslow’s hierarchy theory and write your answers in the spaces provided.

1. Physiological needs: food, drink, shelter, breathing, money

2. Safety needs: security and protection, job security

3. Social needs: friendship and acceptance

4. Esteem needs: attention, self respect and recognition

5. Self-actualisation needs: personal growth, the ability to have peak experience

**Activity 2: Challenges to the Manager of Hair Cut Salon**

**Question 1**

1. Physiological needs: adequate basic salary

2. Safety needs: security and protection from physical harm

3. Social needs: staff relationships, friendships, bonding

4. Esteem needs: recognition, appreciation and attention

5. Self-actualisation needs: growth and promotion, achieving one’s potential

**Question 2**

1. Physiological Needs:

Employees receive an adequate basic salary for food and drink.

Employees receive a salary which is equivalent to current market rate.

1. Safety Needs:

 Provide a healthy and safe working environment.

 Ensure that employees are danger free in the workplace all the times.

1. Social Needs:

 Organise social activities such as Karaoke Competition, a Barbecue, a Christmas Party to establish relationships, friendships, bonding and a belongingness and acceptance among staff.

1. Esteem Needs:

Encourage employees to provide more suggestions and respect their ideas.

1. Self-actualisation Needs:

Rewards such as job promotions for employees who perform well in their jobs.

Show the career path development plan to employees to demonstrate the company’s desire to help them reach their potential.

**Activity 3: Joseph’s Unhappy Experience**

Joseph is your best friend who graduated from University last year. Since then, he joined a large organisation ABC Company. Last night, Joseph called you for dinner and shared his working experience with you… …

“… All my colleagues have been working for the company over 10 years… …”.

“… They think I’m inexperienced and often ignore me when chatting”.

“I got 5% salary increment after probation. But I received no more increment since then. Now, my salary is far below the market rate”.

“Even worst, I was assigned to work at a location with poor air-conditioning and lighting. The working environment truly makes me sick! If the computer system has problems, I have to wait for at least a day for technical support to fix it, and it wastes a lot of my time… …. ”

**Task 1**

From the above case, can you identify the factors which are absent or insufficient, making Joseph feel dissatisfied with his job?

Students are invited to discuss in groups of 4-5, then list all the factors on the following spaces provided.

1. Low or unfair remuneration package (only 5 % increment after probation;

 salary below market rate)

1. Uncomfortable working environment (weak air-conditioning

 and insufficient lighting)

1. Insufficient technical support (takes at least a day to fix the

 computer problems once they occur)

1. Poor relationship with peers (Joseph’s colleagues think that he is

 inexperienced and often ignore him when chatting)

**Task 2**

**(a) Solutions (or hygiene factors) to eliminate Joseph’s job dissatisfaction:**

1. Attractive remuneration packages -

 Provide employees with reasonable and attractive remuneration packages matched to the current market range, such as travel allowances, bonus and incentives

1. Comfortable working environment -

 Provide sufficient air-conditioning and lighting to the employees.

1. Immediate and sufficient technical support -

 Quickly respond to and repair computer malfunctions as well as provide the latest software.

4. Improve the peer relationships through the social activities organised by the company. -

 To establish a harmonious social environment and improve peer relationships by organising activities such as barbecues, hiking or monthly employee birthday parties, etc.

 **(b) Solutions (or motivational factors) to create job satisfaction in Joseph:**

1. Providing promotion opportunities -

 Provide recognition and development of Joseph’s career path.

1. Assigning challenging work -

If Joseph can find sufficient challenges, he will apply his full ability to tasks and reach fulfillment.

1. Offering incentive rewards for performance -

 Bonuses awarded to employees that demonstrate outstanding performance.

1. Creating sense of achievement -

 Could motivate him to invest more effort into the job to further inspire and provide a sense of job satisfaction.

1. Allowing job autonomy -

 Allow Joseph to make decisions in the scope of his responsibilities which leads to increased job satisfaction.

**Activity 4: Role Play**

**Part II**

**Students/Observers are invited to:**

**Task 1**

In each scenario, identify the performers (Student A, B or C) who have the characteristics assumed by Theory X/Y managers.

**Task 2**

Suggest actions that leaders should take to improve the environment and/or maximise the work efforts of Theory X and Theory Y students.

**Task 1**

**Scenario 1**

Theory X Student B

Characters - lazy

 - attempted to avoid responsibility

Theory Y Student C

Characters - accepted responsibility

 - provided assistance and advice; self-directed

**Scenario 2**

Theory X Student C

Characters - creative and able to do the job

 - but disliked work and not willing to help

Theory Y Student B

Characters - accepted and sought responsibility

 - willing to try and help

 - exercised self-direction to meet work objectives once

 committed

**Scenario 3**

Theory X Student C

Characters - resisted change

 - disliked work and attempts to avoid it

 - wanted no responsibility, attempted to escape from the

 assigned responsibilities

Theory Y Student B

Characters - accepted responsibility

 - committed to the activity’s objectives

 - had abilities to make decisions

**Task 2**

**Management Approaches/Strategies adopted by Theory X leader:**

1. Close supervision

2. Tight control

3. Coercion

4. Excessive disciplinary control

5. Essentially an environment of command and control

**Management Approaches/Strategies adopted by Theory Y leader:**

1. Participation in decision making
2. Job enlargement
3. Provide more job opportunities
4. Members should be given more autonomy while leaders should

 provide assistance and advice instead of commands

1. Align members’ personal goals with teams’ goals by using their

 ‘own quest’ for fulfillment as the motivator.

****

**Activity 5: Case study**

Task 1: Other types of needs in Maslow’s Hierarchy of needs Model:

* Safety: provide long service award, long term contract; improve the working conditions
* Social: establish team spirit among workers such as sponsoring social activities
* Esteem: use better job title; improve the company image
* Self-actualisation: provide more opportunities for promotion/training and development so that staff may demonstrate their abilities or develop their potentials

Task 2: Motivators

* Achievement: e.g. best salesperson award
* Recognition: e.g. praise the salesperson before other salespersons for actively interacting with customers
* Job enlargement: e.g. redefine job duties to include not only the selling of cakes but also building relationship with customers
* Job enrichment: e.g. assign staff with the responsibility of designing programmes to build relationship with customers such as organising cake-making classes
* Advancement: e.g. include good relationship with customers as one of the promotion criteria
* Growth: e.g. provide training on interpersonal relationship

**Activity 6: Case study- Easywear**

Task 1:

1. The salespersons as described in the case can be identified as Theory X employees.
2. Major characteristics of Theory X employees:
* They are naturally lazy.
* They do not want responsibilities.
* They dislike work and attempt to avoid it
* They have no ambition
* They are self-centered and therefore do not care about organisational goals
* They resist to change

Task 2:

Ways to effectively manage Theory X salespersons:

* They need tighter control to force them to work towards the organisational goals.
* They likely need a lot of formal direction or guidance, or in a situation that requires superior to take control
* Performance [appraisals](https://www.mindtools.com/aocn91f/performance-appraisals) and [remuneration](https://www.mindtools.com/aygwz2w/how-to-manage-a-commission-based-team) are usually based on tangible results, such as sales figures or product output, and are used to control and "keep tabs" on staff.

Task 3:

Internal Communication Programmes

1. A mentoring program can be arranged. A senior salesperson is assigned to the junior salespersons. The goal is to match the experienced salespersons with the new recruits who could then be guided to improve their selling techniques.
2. Induction programme is an opportunity for an organisation to welcome their new salespersons in the early stage of employment, help them settle in and ensure they have the knowledge and support they need to perform their role.
3. Regular staff meetings bring together Sam, the store manager and the salespersons to discuss operational matters, they can
* Share the business updates of the past week, month, quarter, year, season, etc.
* Drive alignment around the company’s mission and strategy
* Give everyone in the store a chance to ask questions and clarify any concerns
1. A workplace social event such as birthday party or picnic, provides an opportunity to network and foster relationships among Sam and the salespersons. They can make connections in a more relaxed environment.