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EFFECTIVE COMMUNICATION
AS A MOTIVATIONAL STIMULATOR

One of the human resources management functions is to motivate workers. In the article, effective communication is presented as a tool that can be used by managers to motivate subordinates. This tool is called motivational stimulator.

1. INTRODUCTION

The article presents a review of some literature on motivation from the standpoint of communication users. Communication users are defined as managers and their subordinates. There are a few steps established to explain the content included in the title of this article. The first step is to present some definitions of terms in a comparative study of communication and motivation. The next step involves introducing three theories of work motivation. As these theories are presented, the author tries to demonstrate how motivation is connected with communication. Managers try to motivate employees by fulfilling their needs. Communication is a tool that helps managers to reach this goal.

2. MOTIVATION AND COMMUNICATION

Human beings are sometimes referred to as social animals for their need to communicate even when there is nothing urgent for them to express. In fact a lot of conversation may appear purposeless on the surface but actually it satisfies the need to interact with others. Much of the information exchanged on the job has little to do with the job itself but is vital to the individuals (Lahiff 1997, p. 6). As communication is important for individuals, it is also important for organizations which are made up of people.

The thesis of this paper states, as the title above, that effective communication can be regarded as a motivational stimulator. How is this so? We will discuss this problem from the standpoint of managers and in

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terms of their motivating activities towards their subordinates. To consider the content of the thesis one should determine three definitions of what communication, effective communication and motivation are. We can define communication as a process of transmitting information which is carried out from senders to receivers and in this process their roles are interchangeable. Communication may involve many verbal and non-verbal means of information exchange, and as elements of motivational stimulator some of them will be discussed later. At this point it is worth mentioning, following J. Ruesh and G. Bateson (1951, p. 6) that communication can also be perceived as a process by which people influence one another. They base their definition on the premise that all actions and events have communicative aspects, as they are perceived by a human being, and such a perception changes the information which an individual possesses and therefore influences him or her.

M. S. Hanna and G. L. Wilson (1988, p. 9) claim that communication is intentional because it is goal-oriented. We talk to others to accomplish a purpose, we act to suggest meanings associated with our purpose. The more intentional we are in our behaviour, the more likely we are to achieve that purpose. The authors argue that communication refers to intentional behaviours, even when the degree of intentionality is questionable. Sometimes we are not as conscious of our purposes as we might be. We usually discover this when the other person gives us feedback that we didn't expect. That is why we try to repeat or explain the message again. Nevertheless, the person who received our communication acted as if we did have a reason for saying what we said. This person behaved as if communication is intentional because we expect that people will say what they mean and mean what they say.

If we assume that communication is intentional and its purpose is to help people to influence one another we can say, as A. Lipka did in her article (1988, p. 57–61), that effective communication may be defined as such when the information which is transmitted by a sender reaches its destination post, that is a receiver, and the receiver is stimulated to get done the activities which converge with the sender's expectations and intents. The conceptual construct presented here resembles the one of motivation. Motivation is a set of forces that drive people to behave in certain ways (Aldag, Stearns 1987, p. 432). In a business organization we talk about motivation as a set of intended activities which are directed towards employees to influence their behaviours or attitudes. The intended activities are conducted with the help of material and non-material means. These means are also means of both verbal and non-verbal communication. As

communication and motivation are thought to act in the same dimension of interests, that is influencing somebody's behaviour – attitude, approach, activities etc. – it is reasonable to conclude that effective communication in human resources management is a means which one uses to motivate others. In a business organization, effective communication can be defined as a tool to motivate subordinates, just as a motivational stimulator is.

3. SOME CASES AND STATISTICAL FACTS

H. Mintzberg's observations of Chief Executive Officers conducted in 1973 showed them spending 78% of their time on communication-related activities involving direct contact with others, including scheduled and unscheduled meetings, telephone calls, and tours to facilities. H. Mintzberg also found that face-to-face communication appears to demand large amounts of time at all managerial levels. H. Mintzberg estimates such communication as taking 59% of the time of supervisors and 89% of the time of middle managers. These facts prove that communication is a very essential part of what we do at our workplace (Aldag, Stearns 1987, p. 476).

L. Porzuczek found some interesting conclusions in her communication research (1998). One of them is that people who declare high job satisfaction are those who rarely find themselves misunderstood by their interaction partners. This finding also proves that communication is important to people in their job. It can create employees' satisfaction and satisfaction itself may motivate them to work.

In America in the early 70's many companies used a variety of philosophies, practices, and structures to encourage communication. T. Peters and R. Waterman in 1982 sought in their book to discover the secrets of America's truly excellent companies (1982, p. 121–122). What they found was that "the nature and uses of communication in the excellent companies are remarkably different from those of their not excellent peers" and that "the intensity of communications is unmistakable in the excellent companies". The examples they quoted were IBM and Delta Airlines, where open-door policies were pervasive. At Hewlett-Packard and United Airlines various "Management by Walking Around" ideas were practised, in which managers were encouraged to get out of their offices and informally communicate. Corning Glass installed escalators rather than elevators in its new engineering building to increase the chance of face-to-face contact. At Citibank the desks of operations officers and lending officers were moved to the same floor and intermingled to encourage communication. Intel's new buildings in Silicon Valley were designed to have access to numerous

small conference rooms filled with blackboards to facilitate communication, where people can eat lunch or do problem solving. What these examples have in common, according to T. Peters and R. Waterman, is "lots of communication".

We may conclude even more. The companies given as examples of excellence, perceived communication as essential to the major functions of an organization: setting goals and objectives, making and implementing decisions, measuring results, hiring and developing staff (that suited their communication frames), dealing with customers and suppliers, producing the output, and interacting with regulatory agencies.

4. FUNCTIONS OF COMMUNICATION IN A BUSINESS ORGANIZATION

There are four functions of communication in complex organizations that were defined in 1968 by L. Thayer in his book entitled "Communication and Communication Systems in Organization. Management and Interpersonal Relations." (quoted in Hanna 1988, p. 108–109). There is information function in which internal information (providing the basis for determining organizational goals, assessing the performance of the organization's units, and ensuring co-ordination among interdependent sub-units) and external information (which is sent and received by means of marketing, advertising, purchasing, public relations, and the like) are distinguished. There is also command and instruction function which is the primary means by which managers keep their units and the individuals in them working toward goals. Influence and persuasion function is the third one. Their purpose is to maintain certain kinds of control over information and behaviour of organization members. Integration and maintenance function is the last function mentioned by L. Thayer. There are five aspects to this function according to him:
1. keeping the organization in operation,
2. going through proper channels,
3. sorting and cross-referencing,
4. integrating parts into the whole,
5. confirmation of the self and of the organization.

W. Scott and T. Mitchell (1976) identified four major functions of communication in management. Communication provides information to be used for decision making. Managers require information concerning alternatives, future events and potential outcomes of their decision to make reasoned choices (quoted in Aldag, 1987, p. 477). This function is

identified as information function. Communication also encourages commitment to organizational objectives, thus enhancing motivation. That is why we can talk about the motivational function of communication. Control function is different. This is based on the premise that communication clarifies duties, authority, and responsibilities, thereby permitting control. If there is ambiguity concerning such things, it is possible to isolate sources of problems and to take corrective actions. The fourth distinguished function by the mentioned authors is emotive function. They claim that communication permits the expression of feelings and the satisfaction of social needs. It may also help to vent frustrations.

All this may suggest that communication is useful only for managers. But this is not so. Employees also need regular feedback about their performance. People want to feel appreciated within organizations. They want an occasional pat on the back. They want to feel that their job is important. Research shows that 90% of surveyed workers pay attention to the intrinsic factors of motivation (Warciarek 1988, p. 51–53). A pay cheque is one way of rewarding employees. However, recognition and feedback can be equally important in creating a loyal workforce. People want to know how they are doing and want to be recognized when they are contributing. Being told that they have an important role in the success of the organization can make a tremendous difference to their level of commitment. If employees are to feel committed to and concerned about the welfare of the organization, some kind of information sharing must go on. No one can feel loyal to something he or she knows nothing about. Yet this is just what many managers seem to expect. Apparently these supervisors feel that even though an employee has been kept totally in the dark about what has been going on in the organization, at a crisis period, such as union vote or an economic crunch, the same employee should demonstrate maximum loyalty to the organization. This will not happen. Establishing and maintaining a reciprocal relationship between the employee and the organization creates loyalty. This, in turn, requires that the employee understands the organization and his or her own role in it. Obviously this understanding depends on effective communication.

5. REVIEW OF THEORIES OF WORK MOTIVATION

Work motivation affects how innovative we are on the job, how dependably we perform our duties and even how long we stay with a company. Managers who are aware of these facts use communication to motivate their employees. Because so many aspects of human behaviour at work are affected by

motivation, no single theory has been able to explain them all. There are theories that generally fall into three broad categories (Bootzin 1986, p. 681–684; Beardwell 1994, p. 550–558). A brief review of these categories seems to be necessary, as the author's intention is to show how motivation is connected with communication in the next parts of the article.

Content theories of work motivation, also known as need theories, focus on the underlying needs which motivate a person.

A. Maslow in his hierarchy of needs (1943) hypothesized that people have five sets of needs, arranged in hierarchy, with physiological needs at the base and needs for self-actualization at the top. Physiological needs as the lowest are those which are basic bodily needs such as the needs for food, water, sex, and air. A higher level is reserved for security needs which include the need for safety, absence from illness and pain, and stability. The next level involves social or affiliation needs. This category contains needs for belonging, interaction with others, friendship, and love. The needs for both respect and recognition from others and for personal feelings of accomplishment and self-worth fit the next category – esteem needs. The highest level of this hierarchy, as mentioned previously, is made up of self-actualization needs. These are needs to become all that one is capable of becoming – to realize one's potential. They are desires for growth, creativity, and constructive accomplishment. A. Maslow felt that as needs at a particular level of the hierarchy were satisfied, they would lose importance while those at the next higher level would become more important.

C. Alderfer (1969) developed the existence-relatedness-growth (ERG) theory which revised A. Maslow's theory to make it consistent with research findings concerning human needs. C. Alderfer's ERG theory breaks needs into three categories: existence needs, which include all forms of material and physical desires, relatedness needs – all needs that involve relationship with other people we care about: anger, hostility, friendship, and growth needs – all needs that involve persons being creative for themselves and the environment.

D. C. McClelland (1962) developed a definition of three needs in which he was particularly interested – the need for achievement, that is to accomplish something difficult, to overcome obstacles, to rival etc., the need for affiliation, which is the desire to establish and maintain friendly and warm relations with other persons, and the need for power, defined as the desire to control other persons, to influence their behaviour, and to be responsible for other people.

In F. Herzberg's two factor theory (1966) there are two relatively distinct sets of factors in an organization that influence motivation. One set, which he called satisfiers or motivators, resulted in satisfaction when adequate. Motivators are typically intrinsic factors, largely administered by

the employee (e.g. achievement, challenging job, responsibility, growth, advancement, recognition or work itself). The other set, labelled dissatisfiers or hygiene factors, caused dissatisfaction when deficient. These factors are extrinsic factors, under the control of a superior or someone else other than the employee (exemplary elements – pay, technical supervision, working conditions, work rules and company policy, fringe benefits, seniority rights). F. Herzberg claimed, basing on conducted research, that extrinsic factors did not cause worker satisfaction and motivation. Below a certain level they might cause dissatisfaction, but once improved to that level they would have some positive impact.

Cognitive theories of work motivation are also called process theories because they consider the process which leads a person to behave in a certain way.

Expectancy theory was proposed by V. Vroom (1964). In this theory our work motivation is determined by the interaction of three factors – valence, the satisfaction we anticipate from a job outcome, e.g. transfer to a more desirable location, instrumentality, our perception of that outcome's relationship to our current job performance, e.g. the transfer depends on the quality of the work we are doing now, and expectancy, our expectations that our effort will affect performance, e.g. we increase our performance level by working harder. V. Vroom claimed that a worker should be highly motivated when valence is high, instrumentality is clear, and expectancy is strong.

J. S. Adams (1965) proposed the equity theory which argues that people want to maintain balance and that people are motivated to remove any perceived inequities. People know that inequities exist because they make a rough determination of the ratio of their own outcomes (such as pay) to their own inputs (such as effort). Then they compare that ratio with the ratio they perceive to exist for others. If the two ratios are out of line with each other, people perceive an inequity and are thrown into cognitive imbalance. People are motivated to reduce this tension, and the greater the tension, the greater their motivation to do something about it. A reduction may be done by raising or lowering inputs or outputs; either theirs or the persons to whom they compare themselves.

Goal-setting theory was introduced by E. Locke (1969). This theory holds that instead of being motivated by our needs or our feelings of inequity, we are motivated by our conscious intentions to attain a specific goal. There are some functions of goals that make them important:

Goals can clarify expectation. They make it clear to employees what they are expected to do. People are more motivated to work for specific goals (such as a 2% increase in production) than they are to work for general goals (such as increased production).

When people attain goals and get feedback indicating that the goals have been reached, their satisfaction with job performance increases. Feedback especially gives a person recognition by peers, superiors, and others.

Feedback on goal accomplishment may help us to effectively adjust our strategies, our persistence, or the intensity of our efforts toward the goal.

Management by Objectives (MBO) was introduced by P. Drucker and D. McGregor in the 1950s. They presented four basic steps:

1. Goals for employees are jointly established by the employees and their superiors.

2. The employees try to reach the goals set.

3. Performance is evaluated against the goals established.

4. New goals are jointly set for the next time period.

Reinforcement theories by B. F. Skinner focus on the environmental events which influence behaviour. They say that internal events, such as thoughts and feelings, can be ignored because they are by-products of external observable events, particularly the consequences that follow a response. Skinner introduced the law of effect which states that behaviour which is rewarded will tend to be repeated, while behaviour which is not rewarded will tend not to be repeated. Thus, if we want someone to continue acting in a certain way we use positive reinforcement, which involves giving a reward when the desired behaviour occurs in order to increase the likelihood that the behaviour will be repeated. A bonus for a job well done or a pat on the back for a good effort would be examples.

Another way to increase the likelihood of desired behaviour is to remove the negative consequence when that behaviour occurs. If the employees feel that they will be reassigned from the jobs they do not feel well about to the jobs they prefer if they perform appropriately, we have an example of escape conditioning. Otherwise, if we want someone to stop particular undesirable behaviour we should make sure we aren't rewarding this person for such behaviour. Non-reinforcement and punishment are ways to weaken and ultimately eliminate undesirable behaviour.

6. NEEDS DIAGNOSIS AND FULFILLMENT
THROUGH EFFECTIVE COMMUNICATION

Being a supporter of any theory of work motivation does not matter in this study. There are probably as many supporters of each theory as opponents. Managers themselves, having chosen any theory to use in real business circumstances, should realize that there is only one way to diagnose and fulfil their subordinates' needs – through effective

communication (Filipowicz 1998). As it was argued at the beginning of this paper, effective communication can be defined as a tool – or a means – to motivate employees as motivational stimulator.

Managers as users of content theories of work motivation need to focus on the underlying needs which motivate their subordinates. The lowest levels of A. Maslow's hierarchy may be diagnosed by informal communication. These are needs of a very sensitive nature and as such they should not be under any formal test. If the workers need some financial help to fulfil their physiological or security needs and a manager cannot offer them even overtime work, then a manager should ask them how things are or whether anything has gone better as often as appropriate, of course with no unnecessary exaggeration. This is the way workers get the signal from a manager that he or she is interested in their welfare.

The needs for belonging and affiliation with others are included in the next A. Maslow's set. Creating a nice atmosphere at the workplace, engaging employees in the group's tasks may be stimulated here by the manager's behaviour based both on verbal and non-verbal communication. Helping people who are excluded from the groups' influence the morale in general. The persons whom a manager helps, even by talking to them about their problems, perceive the manager's honest interest well as the rest of the group. This means subordinates can rely on their superior when they are in trouble.

The highest needs of A. Maslow's hierarchy can be diagnosed in a more formal way. Esteem needs are usually fulfilled when respect and recognition accompany people's work. The good results of a job done may be presented to workers and their peers during individual appraisal interviews or during appraisal group meetings. By using such a way of communication a manager motivates employees because they are praised in the presence of others. In the recognition of successful results offering promotion, further educational sponsorship and the like, also may motivate them through fulfilment of self-actualization needs.

C. Alderfer's elements of needs theory should be considered as follows. Existence needs may be diagnosed and fulfilled in the same way as A. Maslow's needs for physiological and security because of their similar origin. The same reason concerns the realization of relatedness and growth needs which are also comparable to A. Maslow's needs for affiliation, esteem, and self-actualization.

D. C. McClelland's theory also implies the need for affiliation and the solutions are applicable as mentioned previously. D. C. McClelland introduced two other needs as well. One of them, the need for achievement, is very representative of contemporary societies. These days companies

operate in very competitive markets. They need employees who are achievement-oriented to develop companies both by personal and group achievements. Efforts which target achievement can make companies skyrocket.

F. Herzberg's theory states that extrinsic factors of motivation, such as pay or working conditions, do not cause worker satisfaction. He focused on intrinsic factors as those which are really influential. Communication between managers and their subordinates is to be a means by which recognition of achievements is expressed. Superiors appreciate their employees' efforts and outcomes resulting as a form of feedback. Feedback in non-material terms may be understood as oral praise or may include offering a more challenging job, an increase in responsibilities, promotion etc. F. Herzberg's need for advancement is very strong and that is why all incentives that aim at its fulfilment are of very high importance. Using as much communication as possible leads to success.

Managers as users of cognitive theories of work motivation need to be involved in the consideration of the process which leads their subordinates to behave in the most desirable way. Remember that V. Vroom claimed that a worker should be highly motivated when valence is high, instrumentality is clear, and expectancy is strong. What does it mean to communication? It means that communication must be perceived as a two-way process. First, managers determine the value of the job to be done. This is to show that the share which an employee puts into the company is of very high importance. Then managers determine the expected outcomes of employees' performance. In doing so, managers should ensure that employees are really well informed. Then, if the job is well done, employees' expectations must be met. Their expectations are connected with the feedback they should get on their job being done. This feedback is necessary in pursuing effective communication because communication is a two-way process which enhances motivation.

J. S. Adams' equity theory seems to be more demanding towards managers than V. Vroom's theory. J. S. Adams argued that people try to maintain balance between their input and output in comparison to others. Two kinds of motivation may occur here: positive or negative. Positive is connected with any effort which aims at better work. Such performance is desired by managers. But the problem arises when the value of outcomes decreases. Negative attitudes are observed, people work less or worse. Managers should have diagnosed this problem much earlier. There must have been no communication between subordinates and superiors. Two

questions need to be answered by managers: "Why haven't they told me anything?" and "Why have I noticed nothing?"

The same level of feedback importance may be assigned to Lock's goal-setting theory. Employees based on constant communication feedback can effectively adjust their performance to standard demands or expectations in pursuing their goals. After accomplishing successfully they are recognized by peers, superiors, and others. This fulfils their needs for being appreciated. If this process of communication is to be effective, goals must be set clearly by managers.

P. Drucker in his MBO theory goes even further. Goals should be jointly established both by subordinates and superiors. This is perceived as an essential factor that influences performance evaluation. A lot of communication is needed to compare goals established to goals reached. This communication helps to set new goals for the next time period, and demands mutual information exchange.

Managers as users of reinforcement theories are obliged to express their satisfaction with employees' performance and goal achievement on a regular basis. This demands regular feedback in forms of material factors of work motivation or, which seems to be more important, in forms of non-material factors. In terms of non-material factors of work motivation such as oral praise it is important to give communication a more natural shape. This can be accomplished by delivering feedback spontaneously. There are environmental events that influence work motivation.

7. ELEMENTS OF MOTIVATIONAL STIMULATOR

At the end of the introduction to this paper, effective communication in HRM (human resources management) was defined as a means (or tool) to motivate subordinates. Hence it is called motivational stimulator. That is why these factors that influence positively on the communication process will be considered as elements of motivational stimulator. Motivational stimulator causes work motivation through fulfilling employees' needs. On the following pages some comments will be given to these elements which in communication scientific study are called barriers of communication.

1. Precision. Generalization is a demotivating factor. Such words as "always" or "never" convey a know-it-all attitude (Hanley 1992, p. 325). Criticism must be precise. If an employee has worked in a company for several years and was late for work three times last month we cannot generalize this problem complaining – "You're always late!" Instead a manager should say exactly when, emphasizing that it has never happened

before, and ask for an explanation in the hope of being able to help the subordinate. Maybe there is a health problem, traffic problem, or the like. If the reason is trivial this worker may be ashamed. He or she feels appreciated on one hand, because the manager mentioned it has never happened before, and motivated to change something not to be late on the other hand, because the manager expresses interest in this person's problems. This performance fulfils the need for fairness in accordance with the equity theory.

2. Non-verbal objectivism. It is connected with sending messages that are neat and clean (including non-verbal messages) and trying to ignore others' appearance to focus only on the message itself (Pocztowski 1998, p. 114).

3. Differentiating. This is opposite to blindering. It means managers cannot put blinders on by trying to apply the same solution to every problem (Armstrong, 1996, p. 121–125). Good advice is to look for solutions to fit specific problems. McClelland's work motivation theory presents achievement as a need. To meet this need, managers' approach is to be determined not only by the situation itself but also by the particular employee whose achievement need distinguishes them from other employees'.

4. Sensitivity. Be sensitive to employees' beliefs and feelings – this is what this motivational stimulator involves. Evaluating performance relies on activity and behaviour themselves, not on workers' beliefs and feelings, not on the worker itself (Listwan 1998, p. 81; Blanchard 1982, p. 41). Managers either refer this stimulator to A. Maslow's esteem needs or F. Herzberg's intrinsic factor of motivation, they focus on the job done. If beliefs and feelings are criticized, workers defensive attitude may act as a barrier to effective communication and in consequence have no motivational effect. The worker is not able to consider even further criticism on the work itself because, feeling personally attacked, he or she focuses on supporting his/her own point of view.

5. Emotional control. When managers are aware of the emotions that arise in themselves and in others as they communicate, they should attempt to control them. To do that, it is necessary to watch for the words spoken and non-verbal communication that is used because they are the means of expressing emotional state. It is hard to talk or even take reasonable decisions when one party of the communication process is emotionally engaged to the extent that enables to control own reactions. If any decisions are taken under such conditions, they will not bring success because they are perceived as unreasonably taken (Bootzin 1986, p. 26–33).

6. Convergence. Things are not always as they seem to be. One should not jump to conclusions based on inferences. If a manager is a supporter of D. McGregor's theory X or P. Drucker's MBO he or she should let subordinates trust in himself or herself and evaluate their performance against the goal established. If a manager thinks, for example, that a subordinate worked on some days worse than on others, then only results should be evaluated, not the job itself. This should be evaluated jointly with a subordinate as well as new goals should be set jointly. This is especially applicable to employees who are goals-oriented and performance towards these goals is established exclusively by them or when MBO is the whole company's policy. Otherwise any conclusion cannot be based on inferences either. All constraints must be discussed with subordinates for the purpose of performance improvement. The positive impact of such communication is feasible and observable effects appear when an employee is motivated to work better.

7. Friendly attitude. Understanding and willingness to listen help those who feel threatened in accepting managers and their ideas. Managers need to avoid hostile, competitive, or aggressive attitudes. If not, managers can never get their employees' participation in any process of planning, preparing, decision making or the like. In communication when a hierarchical position is used to force people to accept unpopular decisions, it is called hierarchy barrier to effective communication (Blundel 1998, p. 34). To motivate workers a manager allows them to feel their share in everyday working day is important to a manager and to the whole company. One good saying is: "Let your workers feel responsible". As a stimulator friendly attitude is used here.

8. Effective listening. Listening is very much a participation activity. Listening is not passive. Normally we think of the sender as doing most of the work in the communication exchange. But receiving is also much of the work that the listener does (Hunt 1989, p. 88). Listening consists of receiving information, recalling associated information from our experience, background, making a certain relationship, and storing the information or using it to formulate a response. Managers should understand the others' background, sphere of knowledge, personality, and perceptions so as not to ignore personal differences.

9. Information balance. If employees have little information they may do what is not expected to be done. When information is overloaded it is not good either. Too much information is as bad as too little because it reduces the employees' ability to concentrate effectively on the most important messages. They may try to do everything that the messages cover, which

means they may even try to do those things which are alternative or contradictory. This problem seems to be fundamental during job induction. An employee should receive such information which helps him or her to perform effectively in the new workplace (Listwan 1998, p. 58).

10. Non-verbal consistency. Non-verbal cues should be kept consistent with words. Words cannot say anything different than your mime, tone of voice, eyes, gestures, and the like. If workers are to be motivated to be open, the manager must be open as well. If two contradictory messages are sent, for example when a manager praises somebody's work ironically smiling at the same time, then verbal and non-verbal communication are inconsistent. Though the ironic smile may be caused by the fact that somebody has said before that this worker would not be able to do any good work and now the manager is thinking that this opinion was not correct, and the receiver of this information, that is the employee being praised, may feel uncomfortable, may not even trust his own manager.

11. Concern for reference group. Individuals are more open to messages that go along with the values of the group they identify with (Tjosvold 1995, p. 137). Respecting this a manager may assure fulfilling D. C. McClelland's or A. Maslow's need for affiliation on one side, and the need for work motivation towards employees on the other.

12. Credibility. Managers should talk or comment on things in which they are competent, enthusiastic, and trustworthy. There is nothing wrong when a manager asks his own subordinates to help or explain some problem. The problem occurs when a manager tries to hide the lack of his or her competence and the subordinates know about this. A manager will not lose authority if he or she is not an expert on everything. But authority may be lost when a manager insists that two and two is five because a calculator says so. The same concerns other people that are used by managers. Their messages should be evaluated in the light of what the manager and other workers know about their credibility. Good advice is – "do not present anybody to your employees as an authority if they put no trust towards this person". To motivate workers a manager must be credible. Employees need to believe that what a manager says is true and right.

13. Constant feedback. When subordinates speak their minds they should be listened to by their superiors because this shows interest. Asking questions as appropriate is a kind of feedback. In this way workers are respected and their opinions are recognized. In doing so a manager meets A. Maslow's need for esteem and simultaneously motivates them to come up with new ideas because what they think seems to be important as a manager

is listening to them. Feedback may also concern regular job appraisal and, if conducted accurately can create a motivational function (Kostera 1998, p. 70). This delivers information about job performance both to subordinates and superiors. Further, it may influence decisions concerning promotion, salary increase etc.

14. Interest in the subject. Try to find something useful in every message you receive – this is what a good manager does. This approach is also approved by K. Blanchard (1982). He claims that "everybody is a potential genius". Apart from demonstrating interest towards subordinates' messages, one needs to recognize the usefulness of these messages as well. If a manager changes the message received into activity connected with job performance then workers are motivated by letting them participate in the decision process. The feeling of being important impacts on motivation very positively.

15. Building trust. For communication to be successful, the organization must create an atmosphere of fairness and trust. This corresponds to J. S. Adams' equity theory. People want to maintain balance between the ratio of their inputs to outcomes. They also want this ratio to be comparable to those of other people. If managers appraise the subordinates fairly, with no personal involvement, e.g. liking or disliking somebody, they are perceived as trustful; then any message sent by managers, even strong criticism, is taken as fair. This is just one of the HRM functions to motivate workers by treating and evaluating them fair (Listwan 1998, p. 26). The probability of raising workers' motivation grows as trust grows (Zbiegień-Maciąg 1998, p. 8–9). Things are taken for granted and no inequity is considered.

16. Accurate language. Differences in vocabulary used in communi-cation affect the ability to recognize and express ideas. That is why the most specific and accurate words should be used by managers. This means that no jargon or language understandable only to managers can be used towards employees. This causes misunderstandings and has a demotivational impact on workers. If they were expected to do something but they have not done it yet, it should be checked if they understood what the manager meant.

17. Depolarization. Ability of accepting compromises helps subordinates and superiors to become polarization-free. This means perceiving the space that exists between opposite poles of an issue. V. Vroom in his expectancy theory emphasizes the employees' hope that their effort will affect performance. They can increase their performance level by working harder. To motivate employees to work harder managers cannot focus only on poor outcomes. If they appreciate performance, even within a small range, that

took place between the job beginning and the job outcomes, they can point to both better and worse aspects of that performance. Of course outcomes are very important in business life, but if the management focuses only on these outcomes and is involved only in criticizing poor outcomes without considering the reasons, they close communication channels. There is no information exchange between superiors and subordinates to increase the performance level. Subordinates are left alone.

18. Message organization. Managers should plan and organize messages before they send them because their role in business organization demands this (Armstrong 1992, p. 260). This role also demands sketching mentally the plan of any disorganized message that managers receive. Message disorder may demotivate workers to act if they do not understand what they are expected to do. E. Locke states that people are motivated by their conscious intentions to attain a specific goal. There are minimum two stages that need to be regarded though. First, the goal (or goals) should be clearly defined to make known what they are expected to do. Secondly, when people attain goals they should get feedback indicating that the goals have been reached. In both cases the message must be well organized to reach the level of effective communication.

19. Good timing. When employees do not have the time to pay careful attention to messages, managers need to avoid making demands. By the same token managers should set aside enough time for any important message that they receive. Saying, for example, "I need to talk to you. Drop in if you complete what you're doing now 'cos I don't want to interrupt you now. " This is a mark of respect towards the employees' performance. In this way managers also demonstrate the belief that employees are really the only people who know how to arrange work to complete the task and have time to talk to their boss. This motivates them to take responsibility for decisions taken by themselves. And even more, the decisions must be right to meet the boss' expectations and not to weaken job performance itself.

20. Zero/low message competition. Message competition appears when a person has to deal with two or more senders at the same time. When a secretary is talking on the phone and listening to the boss standing next to him or her, this person is forced to receive messages from two senders at the same time. The effectiveness of such communication is disputable. Even if the secretary possesses a high level of split attention, there is always a risk of communication failure. Giving a sign to the secretary to come to the manager after the conversation is finished may solve the problem. This is the way employees may be motivated to deal with one message sender, if the message (problem) is very important and demands their full attention. It

also enhances the ability to distinguish more important messages which are to be received and dealt with as the first.

The problem seems to be bigger when two contradictory messages are transmitted at once by the same person, or when different messages are transmitted by two or more people and concern the same matter. C. L. Bovee and J. V. Thill (1986, p. 32) give an example of such situation. A chairman tells his construction team to take proper safety precautions and he also conveys the message that it is important to finish the job as quickly as possible. To some extent these two goals conflict or even compete. The construction team may be uncertain about which message has higher priority. Goal setting introduced by E. Locke should be applied in this case. Remember that people are more motivated to work for specific goals. That is why managers should not transmit more than one message at once because then there is interference in the communication line.

21. Political correctness. People must be perceived individually instead of as stereotypes. Prejudice and bias have a demotivational effect and are against the law. If there is any prejudice about sex, profession, religion, political parties, skin colours and the like in the group or in the whole company a manager should ignore this fact. This is the way to motivate even the weaker employees to work harder because a manager communicates that everybody is expected to do his or her best. They may feel if they do not meet their manager's expectations they will prove the prejudice is true.

Political correctness is also connected with the words used during communication. It is incorrect to use words which determine the sex when our intention is to talk about people or professions in general. In this case words like businessman or businesswoman should be replaced by businessperson, words like man or woman should be replaced by people or persons etc. In the USA even talking about a secretary as she and about a driver as he is regarded as sexist. Both sexes can do these jobs. It is safer to say a person, or use two pronouns: "Being a secretary is a very responsible job. He or she must deal with many difficult tasks".

Managers who care about political correctness communicate the equal opportunities law that exist in the company and managers themselves are thought to be trustworthy.

22. Respect negative feelings. When employees show anxieties about any change in their workplace it is a manager's role to express understanding. According to A. Maslow's security need people desire stability in the hierarchy of their needs. Any change in the workplace frightens them. It smashes stability. To overcome lack of acceptance a manager tries to communicate how important

is their involvement to succeed. Communication is here the only means to encourage employees to support a change. It relies on a clear explanation what the change covers and what effect is expected to be reached after introducing this change. To motivate workers to accept any change one principle seems to be the most essential – trying to obtain employees' participation (Filipowicz 1998, p. 16–18).

23. Office arrangement. Any workplace needs to be organized so that people can communicate easily. The manager's office especially should be arranged in this way. The arrangement of office furniture can dramatically affect the communication activity that goes on there. Personal office can be arranged so as to control the perception of power and formality, thereby making conversation easier or harder for a visitor. To create an open communication climate, managers should not use desks as barriers between them and employees sitting opposite. If there is no coffee table to sit around and only the desk is a place where subordinate and superior can sit opposite each other, it is important to remember about the space left for the subordinate. If he or she is squeezed too much by the wall or in the corner then they may feel not sure about expressing their own opinions.

The place where employees are welcomed is a means of non-verbal communication. When a reprimand is expressed and one wants to reinforce the effect of this reprimand he or she may ask the subordinate to sit opposite the desk. Conversation seems to be more formal by the place taken. Otherwise, when a manager plans to praise employees it is better to invite them to the coffee table to gain a friendly and nice atmosphere. Of course, if there is a need to express reprimand in friendly atmosphere, the employees may be invited to the coffee table as well.

These examples are just to show that not only words or behaviour may influence communication. The place of communication may reinforce or weaken the goal or effectiveness of communication. And this is called manipulation.

24. Hierarchy climate. Employees should be encouraged to share even unpleasant information. Firstly, the reason is that some information may be very important to the company. Sometimes they can even prevent the catastrophe. Secondly, they can be important to employees themselves, such as mistakes, job poorly done, conflicts etc. They can all be the things that need improvement or change to increase performance effectiveness. Being fair-minded and respectful of others' opinions is helpful to lighten the hierarchy climate, to make the employees not afraid of coming to their superior with bad news. The success of such communication depends on managers' feedback.

Research proves that for people who apply for a job, good interactions with superiors are very important. And 5% of people quit their job because of unsatisfactory relationships with their bosses (Porzuczek 1998, p. 17–19).

25. Direct message. Managers need not say bad opinions about one worker to another. They need not ask anybody to criticize their direct subordinate on behalf of them either. If managers use this way of supervision they come against both A. Maslow's social and affiliation needs and C. Alderfer's relatedness needs. The employees are punished twice. First, they are punished by the fact that their boss knows something about them that is under criticism. Secondly, that there are other people who know about this. The more people know the more times they experience punishment.

When managers want to criticize workers they should send a direct message, talk to them individually. This does not destroy employees' recognition by other people and this does not destroy their relationships.

Certainly, managers can speak out their criticism in the presence of others but only if it has been ingenious before, if it is a kind of intentional punishment, and if it is included in the company's code.

There is also another reason why managers should communicate directly with their intended receivers. If too many lines are used in the communication chain there is a risk of distorting the information as it is transferred from person to person. The original message is interpreted and retold differently by each person in the chain. By the time the message reaches the end of the line, it may have only a vague resemblance to the original version. The longer the chain the bigger the distortion. A manager may wish to motivate workers to do one thing but as a result they may be motivated to do something different.

26. Channel and medium. The communication channel may be verbal or non-verbal, written or spoken. The message can be conveyed by phone, computer, report, face-to-face exchange and others. The choice belongs to a manager but it should be adjusted to the message itself, need for speed, feedback, accuracy, and so on. If a manager intends to influence workers' motivation by sending a certain message, he or she should consider which channel or medium is the most appropriate and which may have the greatest impact on communication effectiveness.

For the whole business organization, especially a big one, it is useful to possess the company's bulletins. They may include some statistical information like annual sales, position in the market, future plans as well as rewards for the best workers, photos of the best workers, interviews with them etc. This kind of communication affects employees' motivation

through creating a corporate culture and pointing to good workers themselves (Berłowski, 1999, p. 39).

8. CONCLUSIONS

Reviewing huge piles of books one can conclude that D. C. McClelland's need for achievement is especially attributed to the American nation. Empirical observations also prove that American people actually exhibit a drive for success. Probably in the nearest future Polish society will be described in the same fashion. More and more people will be driven by their need for achievement identified as desire for success.

1989 was a breaking year for Poland. Since then there have been a lot of changes that have been impacting on Polish society. People feel free to take decisions for themselves and are responsible for their own lives. They want to fulfil their needs for personal achievements, the needs which were being tarnished in the socialist past. Some of them run businesses while others change jobs in their search for success.

At the beginning of a new Polish era, just after 1989, many people measured success in money terms. But attitudes towards work, money and success have changed dramatically. For the average person it was impossible to earn huge amounts of money before "the breaking year". That is why people perceived money as a means leading to success when the Polish economy started operating in the free market. Nowadays people claim that success does not mean money alone. J. Andrycz in her article entitled "Mity motywacji" ("Myths about Motivation" 1998, pp. 51–53) argues that an employee quickly gets used to a certain amount of money and with time he or she does not consider this as a recognition or reward for the job well-done. Instead they seek something more. Research shows this refers to the theories of work motivation which mostly refer to non-material incentives. Storing the elements of motivational stimulator in mind Polish managers can choose those which correspond to the non-material needs of their workers. To make use of the chosen elements properly, they treat personal communication as a priority in their interpersonal relations with subordinates. Thanks to communication, managers analyse their workers' needs, especially the newly-arisen need for achievement, and respond with appropriate incentives.

In the introduction, communication was said to be effective when we influence effectively somebody's behaviour. In business circumstances managers may use effective communication to influence their employees' behaviour, to motivate them to work. This is the way communication becomes a tool, a stimulator to help managers motivate others. To win desired behaviours

managers can use an unlimited variety of factors that influence positively communication effectiveness. In the present paper these factors were described as elements of motivational stimulator. The most potent motivational stimulator is this which refers to workers' needs and targets their fulfilment. The vast majority of these needs relates to workers' self-respect, the chance to perform well, opportunities for achievement and growth, and the chance to contribute something personal and quite unique.

In Poland, empirical observations conducted by many researchers prove that more and more people desire success which is not only measured in material terms. Success is also identified with personal achievement. Personal achievement may refer to work recognition by superiors, opportunity for growth by acquiring new skills, the chance to participate in making decisions, job enlargement or job enrichment, promotion etc. As employees are open to achievements, managers should use this fact to raise motivation. C. B. Wortman, an American psychologist, presents six factors affecting the amount of achievement behaviour in a particular situation (1988, p. 309). Three of them, like the need for achievement (motive to approach success), expectation of success, and positive value placed on succeeding, are positive. The negative ones are – fear of failure (motive to avoid failure), expectation failure, and negative value placed on failing. Using elements of motivational stimulator, managers may try to manipulate these factors either by enhancing or increasing the positive ones or decreasing the negative ones.

The last sentence to be said is that managers should be aware of the power of motivational stimulator and use it consciously and reasonably to manipulate their workers' motivation.

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