



# Forum for Principal Directors

Working theme  
'Job Satisfaction & Motivation'



## Quote:

We know nothing about motivation.  
All we can do is write books about it.

Peter F. Drucker



we experience job satisfaction  
we feel motivation (happiness)

without 'motivation' no 'job satisfaction'?

without commitment no 'motivation'?

is 'motivation' in the genes?

is 'fear' a motivator?

can we measure 'motivation'?



What can we learn from the staff survey?

The following 4 diagrams from the last staff survey show quite different results:

the first 3 are results from DG1 clusters,  
number 4 is the result of DG3



# Working theme 'Job Satisfaction & Motivation'

Work satisfaction (q. 23)

Work commitment (q. 24)

	Low 1-3	High 4-5
High 4-5	<b>Frustrated</b> <b>9%</b> Previous: 15% Total: 9%	<b>Motivated</b> <b>64%</b> Previous: 62% Total: 64% Ext. <sup>1)</sup> bench: 7
Low 1-3	<b>Alienated</b> <b>11%</b> Previous: 10% Total: 11%	<b>Satisfied</b> <b>16%</b> Previous: 13% Total: 16%

No answer : 1%

Work satisfaction (q. 23)

	Low 1-3	High 4-5
High 4-5	<b>Frustrated</b> <b>18%</b> Previous: 15% Total: 18%	<b>Motivated</b> <b>56%</b> Previous: 62% Total: 56% Ext. <sup>1)</sup> bench: -1
Low 1-3	<b>Alienated</b> <b>8%</b> Previous: 10% Total: 8%	<b>Satisfied</b> <b>19%</b> Previous: 13% Total: 19%

No answer : 3%

Work satisfaction (q. 23)

Work commitment (q. 24)

	Low 1-3	High 4-5
High 4-5	<b>Frustrated</b> <b>17%</b> Previous: 15% Total: 17%	<b>Motivated</b> <b>52%</b> Previous: 62% Total: 52% Ext. <sup>1)</sup> bench: -5
Low 1-3	<b>Alienated</b> <b>18%</b> Previous: 10% Total: 18%	<b>Satisfied</b> <b>13%</b> Previous: 13% Total: 13%

No answer : 3%

Work satisfaction (q. 23)

	Low 1-3	High 4-5
High 4-5	<b>Frustrated</b> <b>9%</b> Previous: 15% Total: 9%	<b>Motivated</b> <b>81%</b> Previous: 69% Total: 81% Ext. <sup>1)</sup> bench: 24
Low 1-3	<b>Alienated</b> <b>4%</b> Previous: 10% Total: 4%	<b>Satisfied</b> <b>5%</b> Previous: 13% Total: 5%

No answer : 5%



The DG1 clusters show low work satisfaction,  
namely 20%, 26% and 35%  
(results for single directorates can show an even wider variation)

In DG3 only 13% claim low work satisfaction and 81% are committed and satisfied



1. why are there such differences in motivation?
2. what motivates examiners (& directors & us)?
3. how can we influence motivation?



# 1. why are there such differences in motivation?







## 2. what motivates examiners (& directors & us)?

The following points raised in the forum of examiners are clear to most of us, see their concrete proposals next pages:



## 2.1 Proposal from examiners:

- **Give recognition & appreciation.**

### How?

- by human resource management at local level, to be able to provide individual approach to individual examiners, in helping them to develop *if they want ??*, with sufficient authority to take decisions, tailor made solutions for individual examiners.
- Concrete positive feedback and encouragement (Reward/appreciation)
- Feedback culture: Regular examiner fora with feedback about changes which result from them



## 2.2 Proposal from examiners:

- **Treatment as capable professionals with ability to take decisions and organise their own job. All examiners have (at least) graduated from university, and should be treated as such.**

### How:

- Possibility to have freedom and authority to take job-related decisions (Repetitiveness).
  - Control over the balance between core activities (S&E, classification, opposition) and non-core activities.
  - More training upon request. Now every training investment is weighed against production loss, while training is investment to increase or maintain current level, ask people to follow training, give training and coaching.
-



- 2.3 For individual examiners, motivation can come from
- Offer change in job contents, participation in projects, managerial opportunities
  - Offer industry visits, conferences
  - Offer courses and stage in industry
  - Offer change in technical field
  - Uniform accountability at all levels of the EPO

but only on a voluntary basis ??, so there is a need for involvement in decision making



We have to ask ourselves why are these ideas not put into practice on a broad level

OR

perceived as not been followed?



Some **provocative questions** we have to answer:

Examiners want to be treated as capable professionals ! *but do they all behave like professionals and what do we do with those who don't ?*

We always speak about positive feedback / rewards  
*can we really give more than words ?*

They want to take decisions

*do they really want to be responsible & accountable ?*

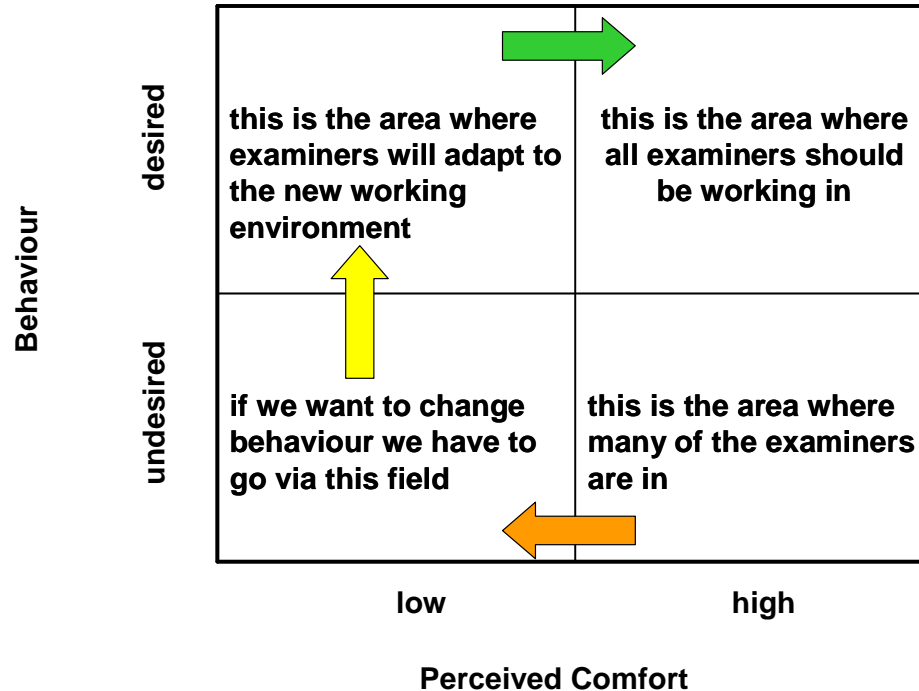
What is the "comfort" for the examiner to be "de-motivated"?

If 'motivation' is for a great part in the genes, *did we recruit the right staff?*

Examiners do not work for the 'office', they work for their boss, *did we nominate the right directors?*



## How to change behaviour



Can we change "behaviour" to a "desired behaviour" without moving the examiner into his "uncomfortable zone" ?



## 3. How can we influence motivation? OUR action plan:

### 3.1 For Newcomers

- recruit only self-motivating staff (pro-active)?
- recruit only staff who appreciates a 'golden cage' (disillusioned)?
- (see recruitment 45+)
- .....
- **develop a recruitment policy until November ?**





## 3.2 For the big majority of all examiners:

- give recognition & appreciation
  - see communiqué VP1 to all examiners on involvement of directors ??
  - see PAX review/feedback etc ??
  - .....
- for Treatment as capable professionals
  - involvement in decision making/planning (PAX)??
  - authority to act ??
  - .....
- develop a concrete plan by contacting all examiners via directors to specify the proposals (pages 10-12) until November ?



3.3 For the alienated (13%) and satisfied examiners (16%), the ones unwilling to put effort in their daily work:

- make them feel uncomfortable by
  - punishment?
  - isolation?
  - fear?
  - .....
  - develop a policy of consequences for underperformance until November ?

3.4 Nomination to directors:

- who can lead by example
  - good communicators
  - good technical knowledge
  - .....
  - develop a promotion policy until November ?

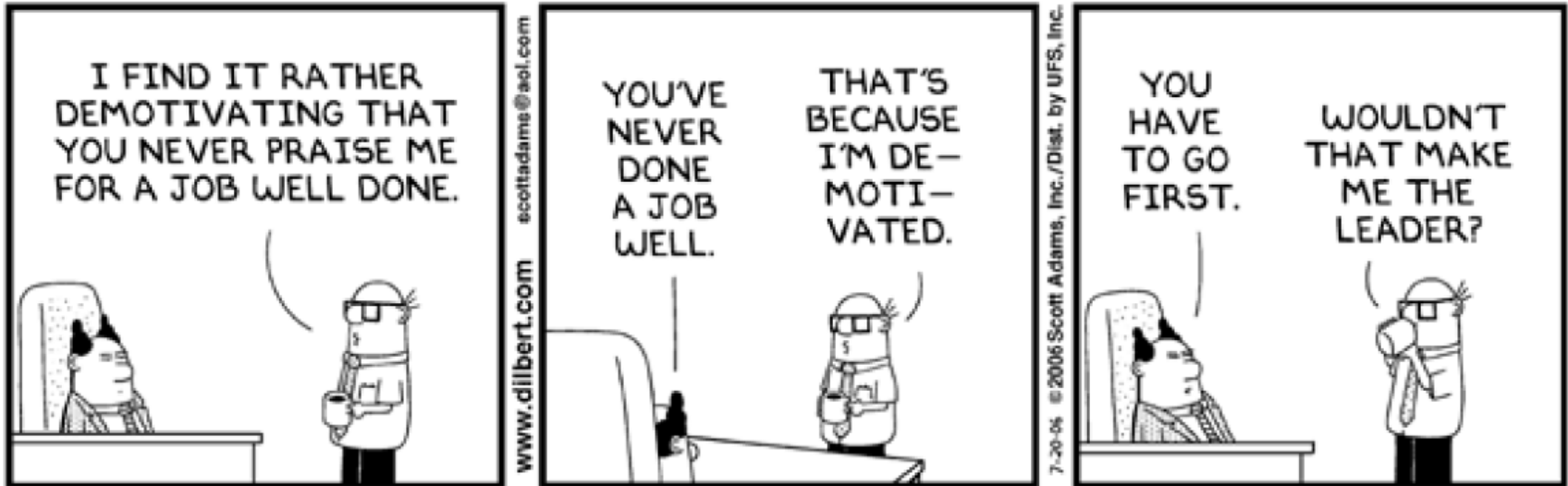


## 3.5 action plan for US

Examiners want to trust us, we have to 'Build trust'.  
What is trust?

The degree to which party trusts another is a measure of belief in the benevolence and competence of the other party. A failure in trust will be forgiven more easily if it is a failure of competence than benevolence.

We must be competent and **lead by example!**



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Thank you  
for your  
attention

**PS: NEVER EVER GIVE UP**





My interest is in the future, because I'm  
going to be spending the rest of my  
life there

--- Charles Kettering, inventor---