

“Leadership and Motivation”

**“The Highest Form of Motivation is
Taking Ownership and
Responsibility for Your Own
Feelings, Thoughts, and
Behaviors”**

“Leadership and Motivation”

Extrinsic/Intrinsic Motivation

- **“To the untrained eye an (extrinsic motivated person and a intrinsic motivated person) may appear identical. Both kinds of people place one foot in front of the other. Both breathe in and out at the same rate. Both stop when tired. Both go forward when rested. But what a difference! The (extrinsic motivated person) is like an instrument that’s out of adjustment. He puts his foot down an instant too soon or too late. He’s likely to miss a beautiful passage of sunlight through the trees. He goes on when the sloppiness of his step**

“Leadership and Motivation”

Extrinsic/Intrinsic Motivation

- shows he's tired. He rests at odd times. He looks up the trail trying to see what's ahead even when he knows what's ahead because he just looked a second before. He goes too fast or too slow for the conditions and when he talks his talk is forever about somewhere else, something else. He's here but he's not here. He rejects the here, is unhappy with it, wants to be farther up the trail but when he gets there will be just as unhappy because then it will be here. What he's looking for, what he wants, is all around him, but he

“Leadership and Motivation”

Extrinsic/Intrinsic Motivation

- doesn't want that because it is all around him. Every step's an effort, both physically and spiritually, because he imagines his goal to be external and distant.” - *Robert Pirsig “Zen and the Art of Motorcycle Maintenance”*
- *Reactions???*
- *Feedback Instruments:*
 - IE Scale
 - What Do People Want From Their Jobs Scale
 - JDS Scale

I-E Scale

- This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered A or B. Please select the one statement of each pair which you more strongly believe to be the case as far you're concerned.
- 1. A. Many of the unhappy things in people's lives are partly due to bad luck.
- B. People's misfortunes result from the mistakes they make.
- 2. A. One of the major reasons why we have wars is because people don't take enough interest in politics.
- B. There will always be wars, no matter how hard people try to prevent them.

I-E Scale

- 3. A. In the long run people get the respect they deserve in this world.
- B. Unfortunately, an individual's worth often passes unrecognized no matter how hard they try.
- 4. A. The idea that teachers are unfair to students is nonsense.
- B. Most students don't realize the extent to which their grades are influenced by accidental happenings.
- 5. A. Without the right breaks one cannot be an effective leader.
- B. Capable people who fail to become leaders have not taken advantage of their opportunities.

I-E Scale

- 6. A. No matter how hard you try some people just don't like you.
- B. People who can't get others to like them don't understand how to get along with others.
- 7. A. I have often found that what is going to happen will happen.
- B. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
- 8. A. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
- B. Many times exam questions tend to be so unrelated to course work that studying is really useless.

I-E Scale

- 9. A. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
- B. Getting a good job depends mainly on being in the right place at the right time.
- 10. A. The average citizen can have an influence in government decisions.
- B. This world is run by the few people in power, and there is not much the little guy can do about it.
- 11. A. When I make plans, I am almost certain that I can make them work.
- B. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyway.

I-E Scale

- 12. A. In my case getting what I want has little or nothing to do with luck.
- B. Many times we might just as well decide what to do by flipping a coin.
- 13. A. Who get to the boss often depends on who was lucky enough to be in the right place first.
- B. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it..
- 14. A. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
- B. By taking an active part in political and social affairs the people can control world affairs.

I-E Scale

- 15. A. Most people don't realize the extent to which their lives are controlled by accidental happenings.
- B. There really is no such thing as luck.
- 16. A. It is hard to know whether or not a person really likes you.
- B. How many friends you have depends upon how nice a person you are.
- 17. A. In the long run the bad things that happen to us are balanced by the good ones.
- B. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

I-E Scale

- 18. A. With enough effort we can wipe out political corruption.
- B. It is difficult for people to have much control over the things politicians do in office.
- 19. A. Sometimes I can't understand how teachers arrive at the grades they give.
- B. There is direct connection between how hard I study and the grades I get.
- 20. A. Many times I feel that I have little influence over the things that happen to me.
- B. It is impossible for me to believe that chance or luck plays an important role in my life.

I-E Scale

- 21. A. People are lonely because they don't try to be friendly.
- B. There's not much use in trying too hard to please people, if they like you they like you.
- 22. A. What happens to me is my own doing.
- B. Sometimes I feel that I don't have enough control over the direction my life is taking.
- 23. A. Most of the time I can't understand why politicians behave the way they do.
- B. In the long run the people are responsible for bad government on a national as well as on a local level.

I-E Scale

■ Scoring Procedure:

- 1. A 2. B
- 3. B 4. B
- 5. A 6. A
- 7. A 8. B
- 9. B 10. B
- 11. B 12. B
- 13. A 14. A
- 15. A 16. A
- 17. A 18. B
- 19. A 20. A
- 21. B 22. B
- 23. A

What Do People Want From Their Jobs Scale

- | Very Important | Somewhat Important | | | Not Important | |
|----------------|--------------------|-----|-----|---------------|-----|
| 5 | 4 | 3 | 2 | 1 | |
| ___ | ___ | ___ | ___ | ___ | ___ |
| ___ | ___ | ___ | ___ | ___ | ___ |
| ___ | ___ | ___ | ___ | ___ | ___ |
| ___ | ___ | ___ | ___ | ___ | ___ |
| ___ | ___ | ___ | ___ | ___ | ___ |
| ___ | ___ | ___ | ___ | ___ | ___ |
- **Scoring Procedure:**
 - Add the following items: 2, 5, 6, 8, 9, 12 = H Score
 - Add the following items: 1, 3, 4, 7, 10, 11 = M Score

JDS Scale

- 5. In general, how significant or important is your job? That is, are the results of your work likely to significantly effect the lives or well-being of other people?

■ 1-----2-----3-----4-----5-----6-----7
Not Significant Moderate Highly Significant

- 6. To what extent do managers or co-workers let you know how well you are doing on your job?

■ 1-----2-----3-----4-----5-----6-----7
Very Little Moderate Very Much

JDS Scale

- | | | | | | | | |
|---|------------|---|---|-----------|---|---|----------|
| ■ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Inaccurate | | | Uncertain | | | Accurate |
- ---3. The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.
 - ---4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.
 - ---5. The job is quite simple and repetitive.
 - ---6. The job can be done adequately by a person working alone -- without talking or checking with other people.
 - ---7. The supervisors and co-workers on this job almost never give me any feedback about how well I am doing in my work.

JDS Scale

- | | | | | | | | |
|---|------------|---|---|-----------|---|---|----------|
| ■ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Inaccurate | | | Uncertain | | | Accurate |
- ---8. This job is one where a lot of other people can be affected by how well the work gets done.
 - ---9. The job denies me any chance to use my personal initiative or judgment in carrying out the work.
 - ---10. Supervisors often let me know how well they think I am performing the job.
 - ---11. The job provides me the chance to completely finish the pieces of work I begin.
 - ---12. The job itself provides very few clues about whether or not I am performing well.

JDS Scale

- TS - Average the following items: section one/item 5, section two/item 8, section two/item 14 (reverse scoring)
- A - Average the following items: section one/item 2, section two/item 13, section two/item 9 (reverse scoring)
- F - Average the following items: section one/item 6, section two/item 10, section two/item 7 (reverse scoring)
- $$MPS = \frac{(SV + TI + TS)}{3} \times A \times F$$

“Leadership and Motivation”

■ Learning Objectives:

- 1) To increase our understanding of the models, theories, paradigms and thoughts of motivation.
- 2) To invite all to critically evaluate the usefulness of such models, theories, paradigms, and thoughts of motivation.
- 3) To increase our understanding of what motivates us as individuals.
- 4) To challenge all to find ways to motivate ourselves to higher levels of intrinsic motivation.

Leadership and Motivation

- **Top Motivational Speakers....**
 - Tony Robbins
 - Stephen Covey
 - And many others....
- **Listen to the following motivational speaker - the best in the business...**

“Some Motivational Questions To Ponder”

- Can a person, even a leader, motivate another person??
- What motivates people within an organization and why??
- What de-motivates people within an organization and why??
- How does a leader/organization go about inviting people to be extrinsic/intrinsic motivated??
- How does an individual go about inviting themselves to be extrinsic/intrinsic motivated??

“Some Motivational Questions To Ponder”

- How does a leader - organization - individual deal with the variance of that which motivates people within an organization?? Consider issues of equity, accountability, consistency, and etc...
- How does the design and structure of work influence motivation within the workplace??
- How does external factors (family, health, etc) influence a person’s motivation within the workplace??
- Is it important for an individual to know and understand what motivates them??

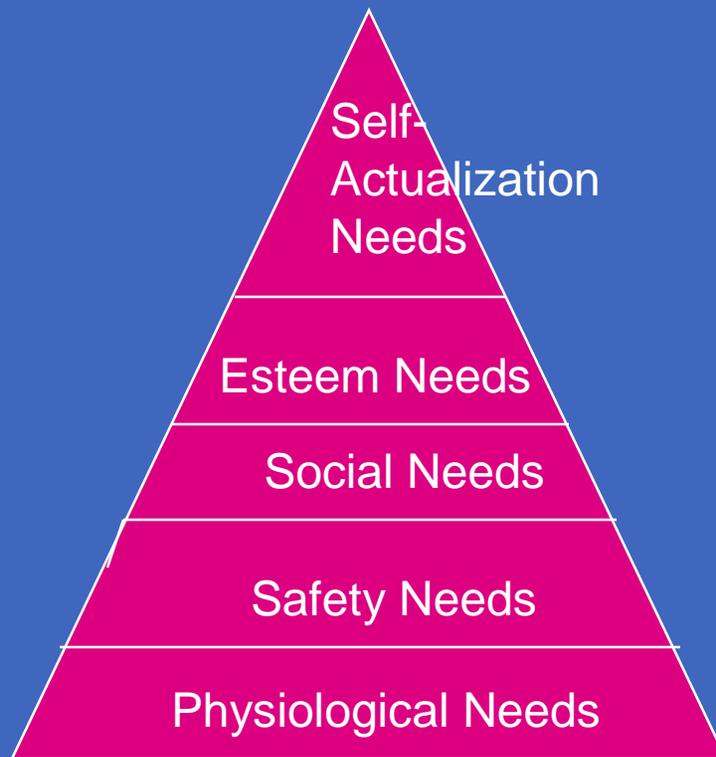
“Some Motivational Questions To Ponder”

- Is it important for an individual to know and understand how they can motivated themselves??
- Other motivational questions to ponder??
- Motivational Interview
 - Interviewer: “What motivates you in your workplace and why?”
 - Interviewee: Respond to the above question..
 - Switch roles..
 - Be prepared to share with the class the information from your interview..

“Review of Some Motivational Models, Theories, Paradigms, and Thoughts”

- Content Models, Theories, Paradigms, and Thoughts of Motivation:
 - Maslow’s Hierarchy of Needs??
 - Alderfer’s ERG Theory??
 - McClelland’s Theory of Needs??
(IE Scale)
 - Herzberg’s Motivation-Hygiene Theory??
(What Do People Want From Their Jobs Scale)
 - McGregor’s Theory X and Y??
 - Cognitive Evaluation Theory??

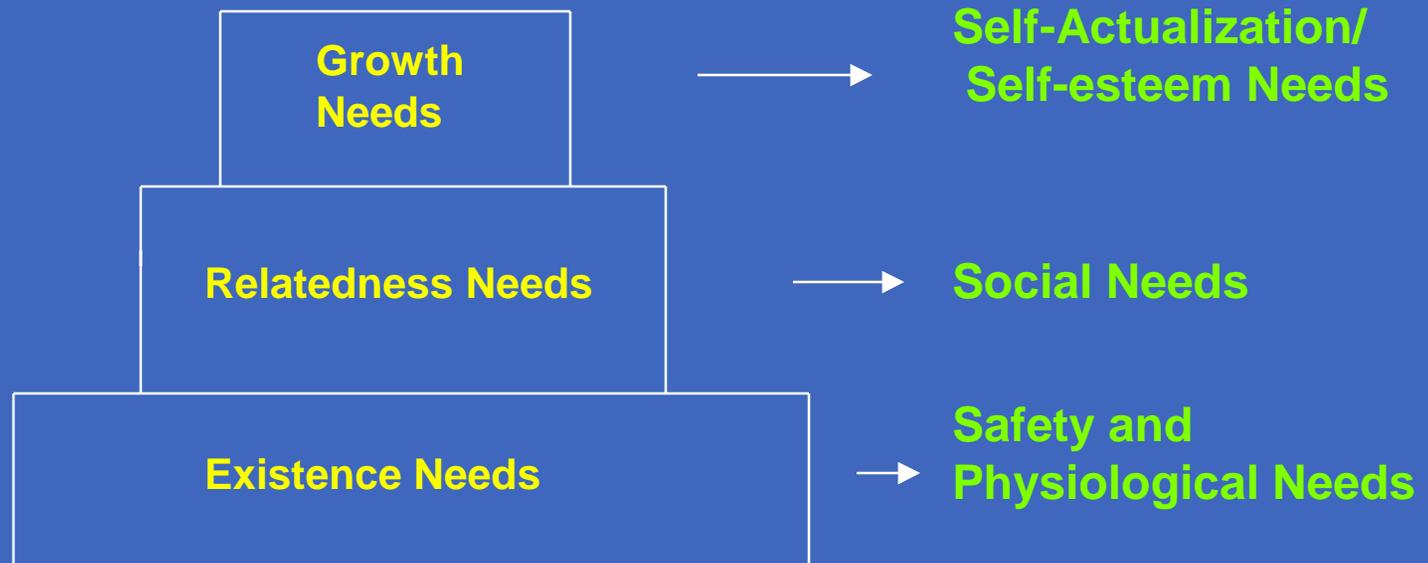
Maslow's Hierarchy of Needs



1. Learning New Skills
2. Solving Difficult Problems
3. Accomplishing a Goal
4. A Creative Break-through
 1. Title
 2. Complements/Promotion
 3. Awards/Recognition
1. Workgroup Acceptance
 2. Professional Affiliation
 3. Supportive Supervisor
1. Pension
 2. Job Security
 3. Health Insurance
1. Basic Wage or Salary
 2. Working Conditions

Alderfer's ERG Theory

- ****Special Note**** “Frustration/Regression Hypothesis”



McClelland's Need For Achievement

- *Need For Power*: the need to make others behave in a way that they would not have behaved otherwise....
- *Need For Affiliation*: the desire for friendly and close interpersonal relationships....
- *Need For Achievement*: the drive to excel, to achieve in relation to a set of standards, to strive to succeed....

Characteristics/Attributes of a High Need for Achiever

- The need to set moderate but challenging goals
- The need to take calculating risks
- The need to take ownership and responsibility
- The need for immediate and concrete feedback
- The need to set internal standards of excellence
- The need to have passion in what they do
- The need to have an internal locus of control
- Refer to the I/E scale.....

Herzberg's Two Factor Theory of Motivation/Refer to Scale

Environmental Factors

Work Factors

Dissatisfaction

No Dissatisfaction

No Job Satisfaction

Job Satisfaction

- . Pay
- . Status
- . Security
- . Working Conditions
- . Fringe Benefits
- . Policies
- . Relationships
- . Supervisors

- . Meaningful/Challenging Work
- . Recognition for Accomplishments
- . Feeling of Achievement
- . Increased Responsibility
- . Opportunities for Growth and Development

McGregor's Theory X and Y

Theory X Assumptions

Employees inherently dislike work and, whenever possible, will attempt to avoid it....
Since employees dislike work, they must be coerced, controlled, or threatened...
Employees will avoid responsibilities and seek direction...
Most workers place security above all other factors associated with work and will display little ambition...

Theory Y Assumptions

Employees can view work as being as natural as rest or play...
People will exercise self-direction and self-control...
The average person can learn to accept, even seek, responsibility...
The ability to make innovative decisions is widely dispersed throughout the population and it not necessarily the sole province of those in management positions...

Theory **X** and **Y** Questions

- Are there **X** people in organizations?
- Are there **Y** people in organizations?
- Are there people who vacillate from being **X** and being **Y**?
- Can you be theory **X** about people but come across theory **Y**?
- Can you be theory **Y** about people but come across theory **X**?
- How much of your attitude toward others is a reflection of your attitude toward yourself?

Cognitive Evaluation Theory

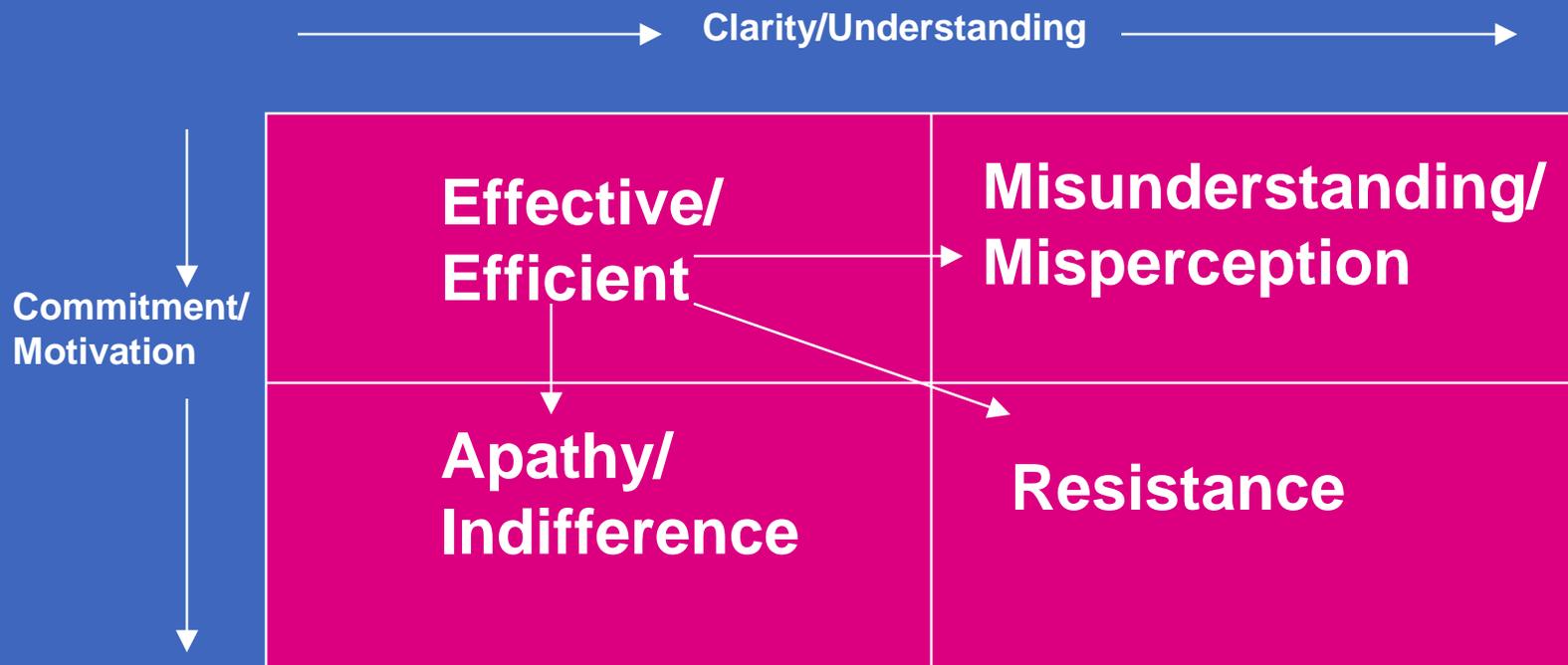
- Cognitive Evaluation Theory: allocating extrinsic rewards for thoughts, feelings, and behaviors that had been previously intrinsically rewarded tends to decrease the overall level of motivation....???

“Review of Some Motivational Models, Theories, Paradigms and Thoughts”

- Process Models, Theories, Paradigms, and Thoughts of Motivation:
 - **Goal-Setting Theory??**
 - **Self-Efficacy??**
 - **Reinforcement Theory??**
 - **Equity Theory??**
 - **Expectancy Theory??**
 - **Job Characteristics Model (JDS Scale)**

Goal-Setting Theory

Goal-Setting Theory: the theory states that by pursuing challenging and realistic goals it will increase motivation and lead to higher levels of performance...??? Consider the following Frost's Model of Goal-Setting....



Possible Goal-Setting Shapes

C/U

C/
M

Effective/ Efficient	M/ M
A/I	R

C/U

C/M

E/E	C/U
A/I	Resistance

C/U

C/
M

E/E	M/M
Apathy/ Indifference	R

C/U

C/M

E/E	Misunderstanding/ Misperception
A/I	R

Self-Efficacy

- *Self-Efficacy*: refers to an individual's belief that he or she is capable of performing a task...
- “The higher your self-efficacy, the more confidence you have in your ability to succeed in a task. So, in difficult situations, we find that people with low self-efficacy are more likely to lessen their effort or give up altogether, while those with high self-efficacy will try harder to master the challenge. In addition, individual high in self-efficacy seem to respond to negative feedback with increased effort and motivation, whereas those low in self-efficacy are likely to lessen their effort when given negative feedback.”

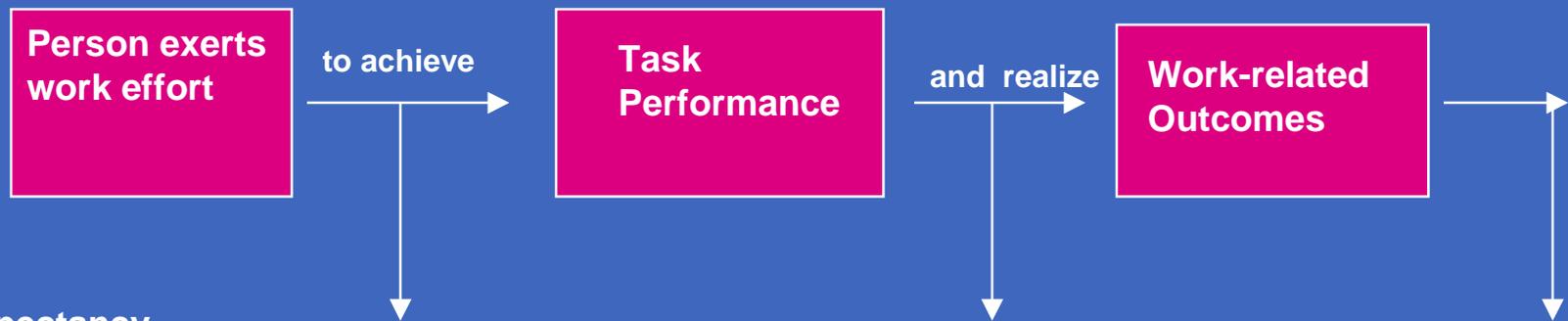
Reinforcement Theory

- Four Basic Behavioral Principles Related To The Reinforcement Theory Of Motivation....
- 1. Positive Reinforcement:
- 2. Negative Reinforcement:
- 3. Punishment:
- 4. Extinction:

Equity Theory

- Equity Theory: “individuals compare their job inputs and outcomes with those of others and then respond so as to eliminate any inequities”
- NBA Example....
- School Example....
- Organizational Example....

Expectancy Theory



Expectancy Theory: "the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual."

Expectancy

"Can I achieve the desired level of task performance?"

Instrumentality

"What work outcomes will be received as a result of the performance?"

Valence

"How highly do I value the work outcomes?"

“Systems, Work Design and Motivation”

- “To speak of certain governments and establishment institutions as ‘the system’ is to speak correctly, since these organizations are founded upon the same structural conceptual relationships as a motorcycle. They are sustained by structural relationships even when they have lost all other meaning and purpose. People arrive at a factory and perform a totally meaningless task from eight to five without question because the structure demands that it be that way. There’s no villain, no mean guy who wants them to live

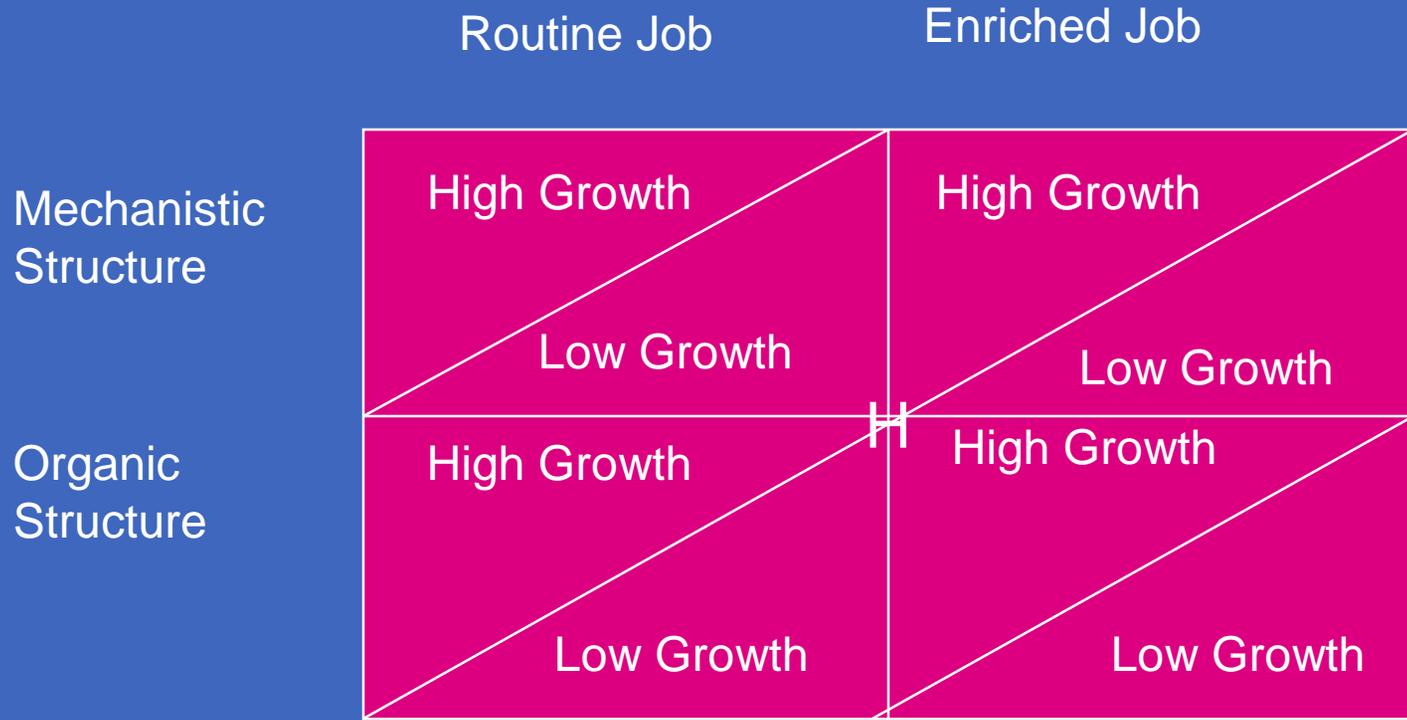
“Systems, Work Design and Motivation”

- meaningless lives, it's just that the structure, the system demands it and no one is willing to take on the formidable task of changing the structure just because it is meaningless.
- But to tear down a factory or to revolt against a government or to avoid repair of a motorcycle because it is a system is to attack effects rather than causes; and as long as the attack is upon effects only, no change is possible. The true system, the real system, is our present construction of systematic thought itself,

“Systems, Work Design and Motivation”

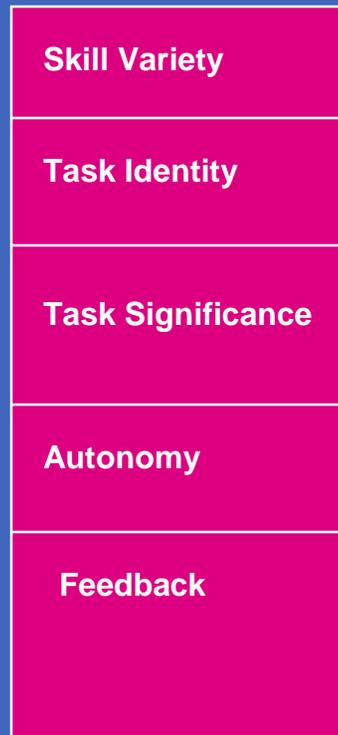
- rationality itself, and if a factory is torn down but the rationality which produced it is left standing, then that rationality will simply produce another factory. If a revolution destroys a systematic government (organization), but the systematic patterns of thought that produced that government (organization) are left intact, then those patterns will repeat themselves in the succeeding government (organization). There's so much talk about the system. And so little understanding.” **Robert Pirsig - “Zen and the Art of Motorcycle Maintenance”**

Organizational Structure, Job Design and People - “The Fit?”



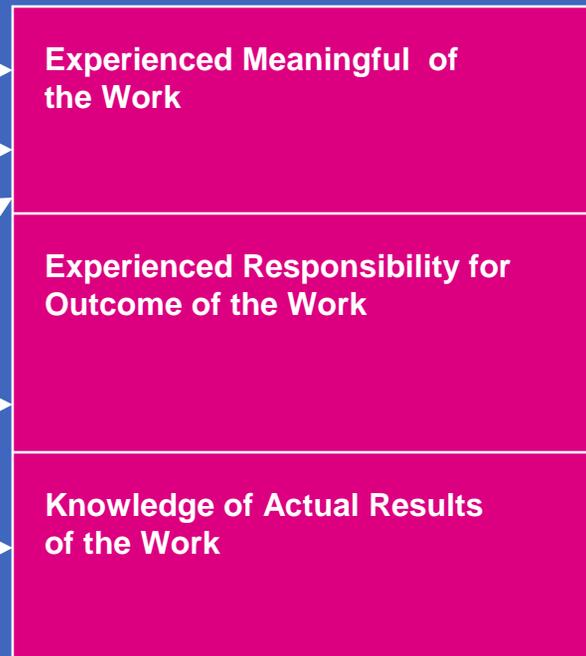
Job Characteristics Model

Job Core Characteristics



Refer to JDS Scale

Critical Psychological State



Work Outcomes



“Effects of Locus of Control and A-B Personality Type on Job Satisfaction....” by Frost and Wilson -Psychological Reports

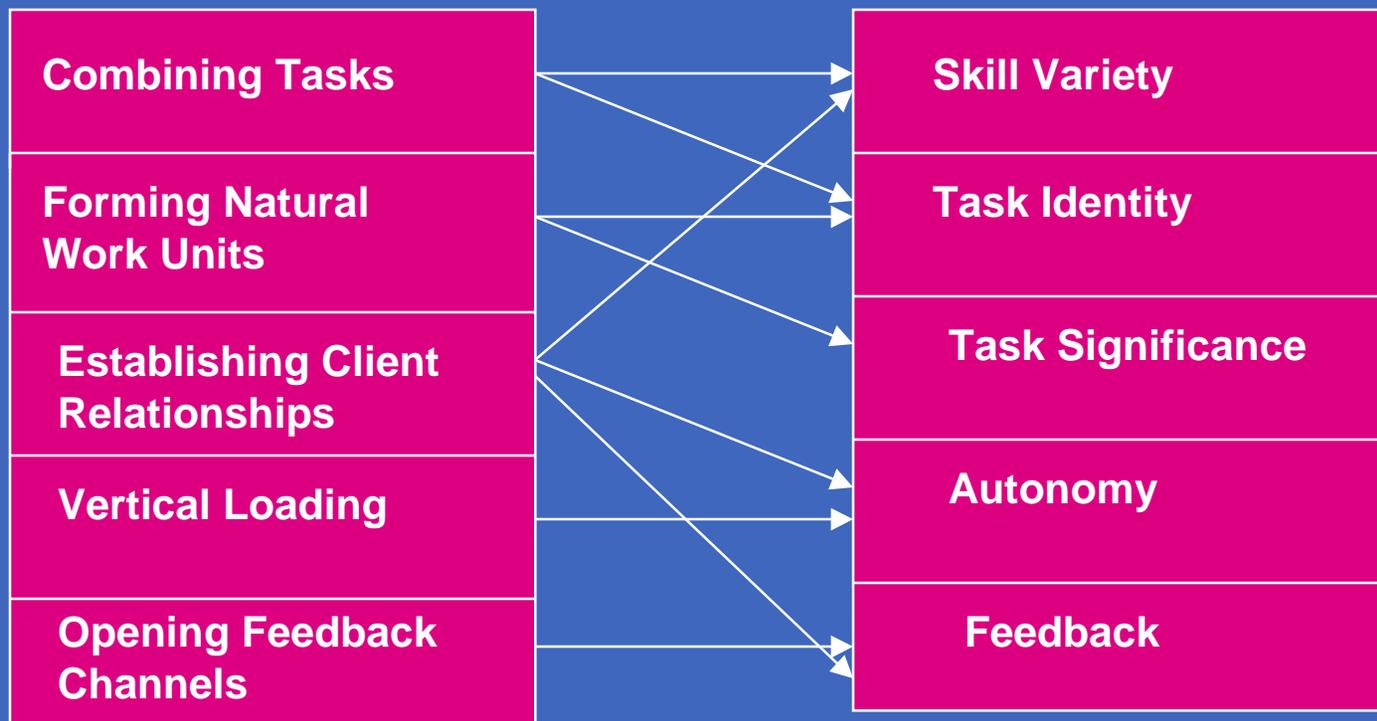
- Moderating/intervening variable: growth need and locus of control and their effects upon job satisfaction as measured by the JDS....
- This empirical study states the following: “The importance of locus of control and A-B personality type and their effects on job satisfaction were investigated. Rotter’s I-E Scale, Hackman and Oldham’s Job Diagnostic Survey, and the Behavior Activity Profile A-B Personality Scale were administered. Analysis indicated that internal locus of control subjects perceived their jobs to be more enriched than external locus of control subjects....
- Results....

Job Characteristic Model

Action Steps

Action Steps

Job Characteristics



Motivational Case: “Psychling”

- Assessing and applying motivational models, theories, paradigms, and thoughts to a motivational case entitled “Psychling”..
 - Questions related to the case:
 - » **What** motivates John and **why**??
 - » **How** does John and others go about motivating John?
 - » What **special motivational issues** did you observe that influenced John’s level and type of motivation?

Review of Motivational Articles

- “Empowerment: The Emperor’s New Clothes” Chris Argyris
- “Serving the One” Stephen R. Covey
- “Power Is The Great Motivator” David C. McClland and David H Burnham

“Leadership Application of Motivation Within The Workplace”

■ Goal-setting applications:

- MBO, MBR, STP, etc???

■ Employee involvement applications:

- Participative mgt., work councils, teams, employee stock ownership plans (ESOPs). board representatives, etc???

■ Open-book application:

- Access to relevant information???

“Leadership Application of Motivation Within the Workplace”

■ Flexible benefits and time applications:

- Menu of benefits and flex-time???

■ Pay for performance applications:

- Piece-rate pay plans, variable pay plan, profit-sharing pay plan, gainsharing pay plan, skill-based pay plan, team based pay, merit pay plans, and etc???

“Leadership Application of Motivation Within the Workplace”

■ Stewardship accountability applications:

- Performance appraisals and reviews, 360-degree feedback, and etc???

■ Empowerment applications:

- Delegation, entrusting, and etc???
- Elements of empowerment: responsibility, authority, trust, trustworthiness, resources, skills/knowledge, goals, and reporting...

“Leadership Application of Motivation Within the Workplace”

- Psychological, moral, and legal contracts application:
 - Performance contracts, and etc...
- Work design/redesign application:
 - Job enrichment, corporate engineering, and etc...
- OB modification application:
 - Reinforcement schedules,

“Leadership Application of Motivation Within the Workplace”

- Career development and planning application:
 - Mentoring, partnerships, futuristic career planning, and etc...
- Other leadership applications???
 - ???

“Leadership Application of Motivation Within the Workplace”

- An Individual/Team Moral Motivational Contract Approach:
 - 1. Know thyself first
 - » what motivates you?, what do you value?, what are your short-term and long-term career goals?, what are you looking for in your work?, what is your leadership/motivational philosophy and approach?, etc????
 - 2. Know your organization
 - » what is their motivational philosophy and approach?, what is their motivational culture?, what are the limitations and opportunities for motivation within the workplace?, what is your motivational freedom, as a leader/manager, in creating a stimulating motivational environment for your people?, etc????

“Leadership Application of Motivation Within the Workplace”

- 3. Know your people - develop a personal/professional/honest/trustworthy relationship through ongoing meaningful communication
 - » What motivates them?, what do they value?, what are their short-term and long-term career goals?, what would motivate them to do their very best?, what do they want in their work that would bring them happiness and fulfillment?, etc????
- 4. A mutual motivational contract to increase responsibility
 - » a mutual description/agreement of the work/job...
 - work/job mission/vision statement
 - » the development of mutual work/job extrinsic/intrinsic goals/action plans...
 - » the development of mutual work motivational expectations...
 - expectations of individual
 - expectations of leader/manager(provide training/education, etc)

“Leadership Application of Motivation Within the Workplace”

- » the development of a mutual accountability system
 - make mutual commitments to one another
 - reporting
 - feedback
 - measurement
 - on-going communication
 - rewards, celebrations, etc
 - continuous improvement of contract
- » Concerns - yes!
 - Tailorize the approach
 - etc.....

“Application Questions”

- Is it critical that a theory or a set of motivational concepts shape and drive how you apply motivation within your workplace??
- Is it critical that a set of motivational principles shape and drive how you apply motivation within your workplace??
- Is it critical that you are consistent in your application of motivation. How do you deal with differences and variances within the workplace??
- Are most motivational applications just sophisticated techniques to manipulate employees??

“Application Questions”

- What is the role of the employee/s in determining how motivation is applied within the workplace??
- What should you do if a motivational application is not working - perhaps even doing great harm??
- What are your motivational application questions and concerns??

Class Assignments

- Read the change articles...
- Continue to work on your individual research project...
- Prepare for the final exam...
- Continue to ponder and think...
- Continue to question and liken this material unto yourself...

“A Thought for Tonight”

- *Think about this...*
- Abraham Lincoln was elected to Congress in 1846.
- John F. Kennedy was elected to Congress in 1946.
- Abraham Lincoln was elected President in 1860.
- John F. Kennedy was elected President in 1960.
- The names Lincoln and Kennedy each contain seven letters.
- Both were particularly concerned with civil rights.

“A Thought for Tonight”

- Both wives lost a child while living in the White House.
- Both Presidents were shot on Friday - both were shot in the head.
- Lincoln’s secretary was named Kennedy.
- Kennedy’s secretary was named Lincoln.
- Both were assassinated by Southerners.
- Both were succeeded by Southerners.
- Both successors were named Johnson.

“A Thought for Tonight”

- Andrew Johnson, who succeeded Lincoln, was born in 1808.
- Lyndon Johnson, who succeeded Kennedy, was born in 1908.
- John Wilkes Booth, who assassinated Lincoln was born in 1839.
- Lee Harvey Oswald, who assassinated Kennedy was born in 1939.
- Both assassins were know by their three names.
- Both names compromise fifteen letters.

“A Thought for Tonight”

- Booth ran from the theater and was caught in a warehouse.
- Oswald ran from a warehouse and was caught in a theater.
- To cap it all off, Booth and Oswald were assassinated before their trials.