

Leadership and Motivation

by Elie Levy, Ph.D.

Lecture Notes

Kouzes & Posner: Ch. 1: Five Practices of Exemplary Leadership

Kouzes & Posner: Ch. 2: Credibility as the Foundation of Leadership

Kouzes & Posner: Ch. 3: Clarify Values

Kouzes & Posner: Ch. 4: Set the Example

Kouzes & Posner: Ch. 9: Foster Collaboration

Kouzes & Posner: Ch. 10: Strengthen Others

Hughes, Ginnett & Curphy: Ch.1: Leadership is Everyone's Business

Hughes et al. Ch. 3: Leadership Developed Through Education and Experience

Hughes et al. Ch. 5: Power and Influence

Hughes et al. Learning from Experience

Hughes et al. Ch. 6: Leadership and Values

Hughes et al. Credibility

Hughes et al. Ch. 9: Motivation, Satisfaction and Performance

Hughes et al. Ch. 10: Groups, Teams and Leadership

Leadership Values (group/individual exercise)

What is a Vision?

Kouzes & Posner: The Leadership Challenge

■ Chapter 1: The Five Practices of Exemplary Leadership

- The five practices common to personal best leadership experiences

1. Model the way
2. Inspire a shared vision
3. Challenge the process
4. Enable others to act
5. Encourage the heart

■ These five practices have stood the test of time.

■ Model the Way

Leaders know that if they want to gain commitment and achieve the highest standards, they must be models of behavior they expect from others

They need to clarify their values and know their guiding principles-- and they need to forge agreements around common principles and common ideals.

Leaders set an example through their daily actions that demonstrate they are deeply committed to their beliefs; they are confident in their abilities to make extraordinary things happen

Leaders inspire a shared vision; they envision exciting and ennobling possibilities; leaders inspire commitment-- not command commitment.

Leaders have to enlist others in a common vision

For leaders to enlist support, leaders must have intimate knowledge of people's dreams, hopes, aspirations, visions and values.

Leaders forge a unity of purpose by showing others how the dream is for the common good.

■ Challenge the Process

Leaders venture out; not waiting for cluck to strike and create things.

Leaders who are innovative-- become so from listening rather than telling; they create an environment for others to share, experiment, recognize good ideas, supporting ideas and willingness to challenge the system to get new products, processes, services, and systems.

Leaders know that innovation and change involve experimenting and taking risks.

■ Enable Others to Act

Leaders foster collaboration and build trust; trust is built with customers, peers, managers, suppliers-- people who have a stake in the vision

Leaders make it possible for others to do good work

Leaders work to make people feel strong, capable and committed; they strengthened everyone's capacity to deliver on the promises they make.

■ Encourage the Heart

Climbing to the top is tough; folks get exhausted, frustrated and disenchanted; they may give up.

Leaders encourage the heart of their people to carry on by recognizing contributions made; the leader shows appreciation for contributions and creates a culture of celebrating values and victories

Leaders know that celebrations and rituals, when done in authentic ways; from the heart; build a strong sense of collective identity and community spirit that carries a group of folks through tough times.

Leadership is a Relationship

- Leadership is not a gene-- and it's not an inheritance
- It is an identifiable set of skills and abilities that are available to all of us.
- Leadership is a relationship between those who aspire to lead and those who choose to follow.

Kouzes & Posner: The Leadership Challenge

- Chapter 2: Credibility is the Foundation of Leadership
- Researchers asked open ended questions like what values, personal traits or characteristics do you look for and admire in a leader.
- The results don't vary much over the years-- not by demographics, organizations or cultural differences; across countries, gender, education and age groups.
- The findings show that leaders must be:

1. Honest
2. Forward looking
3. Inspiring
4. Competent

• Honesty

- Can a leader model the way if he/she isn't honest? The leader must be trustworthy-- which is a synonym for honesty.
- Honesty is the most often cited attribute.
- People want to know that the leader is worthy of their trust.
- People want to know that the leader is ethical and principled.
- Integrity and character are synonymous with honesty. We don't want to be deceived.
- We don't want to follow someone we believe to be dishonest-- we come to realize that we've compromised our own integrity.
- Honesty is strongly tied to values and ethics
- We don't trust people who can't or won't disclose a clear set of values, ethics and standards to live by

- **Forward Looking**

- A little more than 70% of respondents said ability to look forward was important for leadership traits.
- Leaders must know where they're going if they expect others to join them on the journey.
- People want to know what the organization will look like, feel like and be like when it arrives at its destination in a couple of years
- People want to be engaged in the search for a meaningful future.

- **Inspiring**

- People expect their leaders to be enthusiastic, energetic and positive about the future.
- Leaders breathe life into people's dreams and aspirations-- and it makes them more willing to join the movement
- Leaders who are enthusiastic show their commitment to pursue their dream.

- **Competent**

- To enlist in a common cause, people must believe that the leader is competent to guide them where they're headed.
- Leadership competence refers to the leader's track record and ability to get things done.
- It doesn't refer to the leader's abilities in the core technology of the operation because organizations are too complex and multifunctional for leaders to know.
- Leaders aren't required necessarily to have technical expertise-- but experience in the industry, in industry events and situations and an accumulation of knowledge derived from participation.
- Experience correlates with one's track record.

- **Credibility**

- **Credibility is the foundation of leadership**

Managers and Credibility

- Employees who saw credibility in their managers were more likely to:
 1. Be proud to tell others they're in this company
 2. Feel a strong sense of team spirit
 3. See their own personal values as consistent with those of the organization
 4. Feel attached and committed to the organization
 5. Have a sense of ownership of the organization
- Employees who saw low credibility in their manager were more likely to:
 1. Produce only if they're watched
 2. Be motivated primarily by money
 3. Consider looking for another job if the organization has problems

Ch. 3: Clarify Values

- What do Martin Luther King, Jr, Abraham Lincoln and Eleanor Roosevelt have in common?
- Did they have strong beliefs in matters of principle? An unwavering commitment to a clear set of values-- passionate about their causes.
- People expect their leaders to speak out on matters of values and conscience.
- To clarify values-- a leader must:
 - Find their voice
 - Affirm shared values
 - You can't believe in the messenger if you don't know what the messenger believes
 - You can't be the messenger until you're clear about what you believe

- A credible leader comprehends fully their deeply held beliefs, values, principles, ethics and ideals that drive their behavior.
- You only speak the truth when speaking in your own voice-- and to get to it you need to explore your inner soul and heart; know what you care about; be authentic when you lead based on the principles and values that matter most to you. Otherwise-- it's an act and others will know it.
- You must act with integrity; know what you stand for.
- Values are guides, the moral compass we need; influence every aspect of our lives; our commitments, personal and organizational goals as leaders; values motivate us; keep us focused.
- Values are instrumental and terminal; means and ends
- Instrumental in that they are approaches to getting what we want
- Terminal in that they are our end goals

- **Leaders Affirm Shared Values**

Leaders build on agreement; they need to gain consensus on a common cause and common set of principles; build and affirm on shared values; recognition of shared values gives people a common language; when employees care about what they are doing, they are more effective and satisfied; have less stress and are more loyal; foster pride in company; foster teamwork, encourage ethical behavior.

- **Write a Tribute to Yourself**

Write some descriptive adjectives about yourself by responding to these questions:

1. What do you stand for?
2. What do you believe in? Why?
3. What brings you suffering? Why?
4. What makes you jump for joy?

5. What are you passionate about? Why?

6. What keeps you awake at night? Why?

7. What's grabbed you and won't let go? Why?

8. What do you want for your life? Why?

Kouzes: Ch. 4: Set the Example

- ✓ Leaders need to take every opportunity to show others by their own example that they're deeply committed to the values they espouse.
- ✓ Leading by example is powerful-- it's how they provide evidence they're personally committed.
- ✓ **To set the example leaders need to:**
 - ✓ 1) personify the shared vision
 - ✓ 2) teach others to model the values
- ✓ **Leaders need to:**
 - ✓ 1) spend their time and attention wisely: arrive early, stay late and showing you care by spending time on what's important.

v 2) Watch your language: use words and phrases that best express the culture you want to create; use metaphors and symbols when it's right, organizations use terms like associates, crew, cast members, partner, team members.

v 3) Ask purposeful questions: raise questions that intentionally stimulate people to think more purposefully about values; questions direct attention to values that should be attended to and how much energy should be devoted to them; what evidence is there to show we're living by our values?

√ Tell Stories

- √ ~~Leaders publicly give examples of what team members do to live the values and mention the moral at the end of the story.~~
- √ We can call the stories teachable moments.
- √ Storytelling is more compelling than just giving rules, guidelines and policies.
- √ It does the following:
 - √ 1) engages our imagination
 - √ 2) teaches us about other cultures and peoples
 - √ 3) helps us understand ourselves and others

A story to interpret

- ∨ Once there was a well known philosopher and scholar who devoted himself to the study of Zen for many years. On the day that he finally attained enlightenment, he took all of his books out into the yard, and burned them all.
- ∨ The most important things in life you can't learn through books. You have to learn them through experience.
- ∨ I guess the scholar felt he was done with his studies, and didn't need his books anymore.
- ∨ All systems of knowledge (conceptual beliefs), including this one, limit perception."

- ∨ Life's most important lessons have to be learned for oneself, not from what other people have said.
-
- ∨ It's your own thoughts that are important. Everything else is indoctrination from others.
 - ∨ Once you have gained a true understanding of something, the knowledge will be with you for the rest of your life. You'll never have to study it again
 - ∨ The reason that he burned the books was because he felt that he had learned all that he could possibly could from them and that it was time to move on and learn from life itself.

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∨ Once you attain a goal, you no longer need the methods that helped you get there.

∨ Did he burn the books because he realized their uselessness. Or did he burn them because he thought there was no more knowledge left in them to gain? I get the feeling that maybe he wasn't very enlightened.

Kouzes: Ch. 9: Foster Collaboration

For leaders to foster collaboration they must know what their group needs to perform their job effectively; to build the team around a common purpose and mutual respect.

At the heart of collaboration is trust.

Without trust you cannot lead.

Leaders cannot get work done without trust.

The more trusted employees feel- the more they innovate. Why?

Members of high trusting groups are:

- 1) more open about feelings
- 2) experience greater clarity about group's goals
- 3) search for alternative courses of action
- 4) Report greater levels of mutual influence on outcomes

Trust is the most significant predictor of one's satisfaction in their organization.

After creating a climate of trust you take away the controls and allow people to be free, innovate and contribute

Trusting leaders nurture openness, involvement, commitment.

Leaders have to be the first to show trust, be vulnerable-- leader needs to be self-confident

Leader has to self-disclose first; tell followers what you stand for, what you value, what you want, hope for.

Trust cannot be forced.

Leaders trust followers have great ideas, are open to their ideas, allow followers to exercise influence over group decisions

Leaders need to show sensitivity to followers needs to build trust; listen to followers, show respect for their ideas,

Leaders show how each follower is dependent on others for success of team; need cooperation and teamwork.

Reciprocity: in long term relationships, you need reciprocity; both partners need to give.

Leaders let followers transfer to other departments to observe others work and their projects; see their challenges and appreciate we're all in this together and how we can work together to succeed.

Followers will understand that others will reciprocate if they do themselves.

Reciprocity leads to predictability and stability in relationships

Summary:

Leaders must create a sense of mutual dependence to get things done

Trust is indispensable for collaborative teamwork.

Without trust you cannot lead

Cooperative goals and a sense of collective purpose and reciprocity gets things done



To promote trust:

- 1) disclose information about who you are and what you believe
- 2) admit mistakes
- 3) acknowledge need for personal improvement
- 4) ask for feedback; positive and negative
- 5) share info. that's useful to others
- 6) acknowledge contributions of others
- 7) don't talk negatively about others
- 8) change your mind when someone else comes up with a great idea

Kouzes: Ch. 10: Strengthen Others

Exemplary leaders strengthen others.

Leaders enable followers to take ownership of and responsibility for their group's success by enhancing their competence and confidence in their abilities; listening to their ideas and acting on them, involving them in important decisions.

To strengthen others leaders create a climate where followers are fully engaged and feel in control of their own lives.

Leaders move from being in control-- to giving control to others

Leaders become powerful by giving away their power

Leaders want to create followers who feel self-determined; so leader takes actions to ensure that followers can decide for themselves; provide more choices, design jobs that offer latitude and foster personal accountability.

Choice builds commitment; a job with rigid polices doesn't let follower exercise choice, they can't respond to customer complaints that don't have rules to respond. They will have to ask the leader and we don't want this situation to emerge.

Followers need to take non-routine action to feel latitude; to feel in control, exercise own judgment; it means having more broadly defined jobs, offering more alternatives

Narrow job categories confine choices; broader categories allow increased flexibility and discretion.

Leaders also educate and coach; followers won't exercise their knowledge if they don't know how to perform their work.

As a leader be certain to design jobs so that followers know:

- 1) what's expected of them
- 2) provide sufficient training and technical support
- 3) enrich their responsibilities, they experience variety of tasks and make meaningful contributions and decisions
- 4) let them network with others in the organization
- 5) involve them in programs, meetings, decisions

Leaders foster self-confidence by:

- 1) creating conditions that strengthen followers self-esteem and sense of effectiveness

Without self-confidence, followers lack the conviction to take on tough challenges, they feel helpless, powerless. Self-doubt

• What comes first: confidence or competence?

• You need to feel competent before having self-confidence. Do you agree?

• **Summary**

• Leaders strengthen followers when they make it possible for them to exercise choice and discretion; foster accountability and responsibility that compels action.

• Leaders develop in others competence and confidence to act and excel.

• Enhancing self-determination means giving followers control over their lives.

• Increase Individual Accountability by:

- 1) increase signature authority at all levels
- 2) remove unnecessary approval steps
- 3) eliminate as many rules as possible
- 4) decrease amount of routine work
- 5) assign non-routine jobs
- 6) support independent judgment
- 7) define jobs more broadly
- 8) encourage creative solutions to jobs

Hughes, Ginnett & Curphy: Leadership

- Chapter 1: Leadership is Everyone's Business
- Leadership is a complex phenomenon involving the leader, the followers and the situation.
- It is both a science and an art
- It is both rational and emotional: leadership means using logic and reason as well as inspiration and passion: MLK inspired people to action
- Leadership and Management
- Management suggests words like efficiency, planning, coordinating, paperwork, control, regulations, organizing
- Leadership suggests words like dynamic, risk taking, change, creativity, and vision

Managers vs. Leaders

- Managers administer and leaders innovate
- Managers maintain and leaders develop
- Managers control and leaders inspire
- Managers ask how and when and leaders ask what and why
- Managers accept the status quo and leaders challenge it

• Leadership and Followership

- Leadership is a social influence process shared among all members of a group
- Myths of Leadership
- Leaders are born, not made
- Here-- we mean there's a gene for leadership. Actually-- leadership can be innate as well as coming from formative experiences which influence us; it's how genetics and formative years interact

Ch. 3: Leadership Developed Through Education and Experience

Leadership is developed when one knows how to profit/use their experiences to foster growth and development.

Kolb (1983) believes that people learn more from their experiences when they spend time thinking/reflecting about them.

His model includes labeled Action-Observation-Reflection

If you act and don't observe the consequences of your action, or reflect on the significance and meaning of the action-- then can't say you learned from the experience.

• **The Role of Perception**

As human beings, we selectively attend to events around us-- it's our perceptual set and it influences many of our senses and we thus have a tendency or bias to perceive one thing over another.

Typically-- we are unaware of our biases and we become aware of our perceptual sets when we spend time reflecting on them.

Perceptual Sets: influence what we do and do not attend to and also what we reflect on.

Perception is an interpretive, meaning making experience.

Attribution: explanations we develop for behavior or actions we attend to.

Dispositional Attributions: when we see others fail at something, we typically make dispositional factors in the person; such as they weren't smart enough, their personality and ignore the or underestimate the environmental factors that may have been operating.

So-- we overestimate the dispositional causes of behavior and underestimate the environmental causes when others fail-- and we call this the Fundamental Attribution Error.

The Self-Serving Bias can occur where one tends to blame/make external attributions (blame others/environment) for one's own failures and make internal attributions (take credit) when they succeed.

In general-- we tend to see our own success as due to our intelligence, personality or physical abilities, but others success as more attributable to situational factors or luck.

Single & Double Loop Learning

- **Single Loop Learning**

Argyris (1976) described how people interact with others-- it's through a belief system geared to manipulate or control others and minimize one's own emotionality and negative feelings elicited from others; this method creates defensive interpersonal relationships and limits risk taking; they produce organizational dynamics characterized by avoidance of conflict, mistrust, conformity, ineffective problem solving, poor decision making.

This learning style between the individual and the environment is one where the person seeks little feedback that could challenge or confront their fundamental ideas about things/their behavior. They refuse to test their ideas against valid information.

Double Loop Learning

In this style-- one challenges themselves to learn and grow; a willingness to confront your own ideas; you appreciate openness to information and power sharing, a great leader does this; in this style, you learn how to learn; though reflection you learn to challenge your assumptions; some may be counterproductive; look at your role in the organization.

Thinking Frames and Multiple Perspectives

Leadership development can be thought of as developing more complex and differentiated frames for organizing one's thinking about leadership.

Ch. 5: Power & Influence

- Power is the capacity to produce effects on others or potential to influence others.
- Leaders who can reward or punish can better influence others versus those who cannot.
- Power = capacity to cause change
- Influence = the degree of actual change in one's attitudes, values, beliefs or behaviors.
- The leader's influence tactics cause change.
- Where does a leader's power come from?
- It comes from the leader and the followers.
- Symbols can show power: a diploma on wall, awards and titles.
- Uniforms (clothing) can affect one's power and influence: clergy, physicians, police officers, etc.

Five Sources of Power

- Expert Power: power from knowledge; influence from being expert in field.
- Referent Power: the potential influence one has due to the strength of the relationship between the leader and the follower; you admire the leader and see them as role model; takes time to develop.
- Legitimate Power: one has formal authority; they make requests and demands from their position.
- Reward Power: the potential to influence others due to one's control over desired resources; power to give raises, bonuses and promotions; parking place; these are extrinsic rewards may not have the same effect on behavior as intrinsic rewards such as feelings of accomplishment, personal growth; extrinsic rewards may decrease intrinsic motivation
- Coercive Power: opposite of reward power; influence others by giving negative consequences, removing positive events; fear of punishment; totalitarian societies sometimes use coercive power; ruling by fear and followers become self-destructively compliant.

Leader Motives

• People vary in their motivation to influence or control others.

• This is called Need for Power: expressed in two ways:

- 1) Personalized Power: if high, one is selfish, impulsive, uninhibited, lacks self-control, self-centered, autocratic
- 2) Socialized Power: a more emotionally mature expression; one has higher goals for the organization and makes self-sacrifices; one empowers employees

• Influence Tactics

• Rational Persuasion: using logical arguments/factual evidence to influence others.

• Inspirational Appeals: making a request designed to arouse enthusiasm or emotions; clergy sometimes do this, also politicians

• Ingratiation: attempting to get you in a good mood before making a request; flattering you before asking for something from you.

• Personal Appeal: do someone a favor out of friendship

Learning from Experience

- Leaders need to invite feedback from others-- and they create conditions to do so.
- Approaches:
 - 1. The 10% Stretch: taking risks; extending our behavior beyond your comfort zone; conversing with others in the office at least once a day; seeking new opportunities; broadening your repertoire of leadership skills; it models for others value of stretching
 - 2. Learning from others: broaden who can learn from; ask questions.
 - 3. Keep a journal: write down interesting quotes, anecdotes, reflections on personal events; writing it down makes you remember it and look at it differently; you look at it more objectively; you can use the material later in a book, speech.
 - 4. Have a developmental plan: write a systematic plan; for example, which seminar/workshop to attend; take control of your plan; list your goals.

- **Know Your Purpose**

- The quality of a leader's communication is positively correlated with subordinate satisfaction, productivity and quality of services rendered.
- Communication breakdowns occur because:
 - 1. Purpose of message unclear
 - 2. Leader's verbal and nonverbal behavior inconsistent
 - 3. Message not heard by receiver
- Effective Communication Includes:
 - Use familiar terms and concepts everyone understands; use concrete terms and don't be vague; don't use sarcasm; be empathic when necessary; use two-way communication by reflecting and summarizing what others say to you-- this is called active listening, use I-Messages.

Ch. 6: Leadership & Values

Leaders need to do the right thing-- the ethical thing; to set moral examples to become the model for the group and organization.

The moral dimension is central to great leadership.

Leaders should always treat others as ends in themselves-- not as objects or a mere means to the leader's ends.

There are 4 qualities of leadership that engender trust:

- 1) vision: sharing values and beliefs, organizational purpose
- 2) empathy: showing others you share their experience, understanding
- 3) consistency: follow through
- 4) integrity: showing commitment to higher principles by their actions

Fundamental Assumptions of Human Nature

McGregor identified Theory X and Y

Theory X: pessimistic view of people; managers here rely heavily on coercive power; external control methods to motivate workers such as pay, threats, discipline, these managers assume employees are not motivated to work; they oversee their work

Theory Y: manager believes most employees are intrinsically motivated, these people value a sense of achievement, contribution to their organization.

What are Values?

They are constructs representing generalized behaviors or states of affairs that are important to the individual.

Values develop and are established by young adulthood

Enduring values are personality traits and preferences, intelligence

Personal values derive from religion, peers, education, media, parents, technology.

What would you do? Page 139

Corporations with leaders who were greedy and unethical; obsessed with wealth and material possessions.

Companies: Enron, Tyco, WorldCom, Charter Communications, Parmalat, Royal Dutch Shell, Ahold NV, Computer Associates, investment banking and mutual fund industries.

Should leaders surround themselves with employees who think like them-- or employees with divergent ideas?

Good People Doing Bad Things

We know that one's moral actions may not be consistent with their espoused values.

Explanations people give for unethical behaviors include:

- 1) Moral Justification: reinterpreting otherwise immoral behavior in terms of a higher purpose; G-d permitting it
- 2) Euphemistic Labeling: using cosmetic words to defuse or disguise the offensiveness or morally repugnant behavior; terrorists calling themselves freedom fighters; firing becomes letting them go.
- 3) Advantageous Comparison: one avoids self-contempt by for their behavior by comparing it to even more heinous behavior by others
- 4) Displacement of Responsibility: one violates personal moral standards by saying they took orders from superior such as Nazi concentration guards being brutal to prisoners
- 5) Dehumanization: treat others badly by dehumanizing them, using epithets such as "gooks"

How to Understand Cultural Differences

- **All cultures share the following:**

- 1) **Source of Identity:** Individual or Collective: pursuing own interest or emphasize interest of group/community
 - 2) **Goals and Means of Achievement:** Tough-Tender: how success defined, is it by tangible rewards like financial success and material well being or intangible rewards like meaningful relationships
 - 3) **Orientation to Authority:** Equal or Unequal: how should people of different status, authority or power behave toward each other?
 - 4) **Means of Knowledge Acquisition:** Active or Reflective: what is more valued? Action or reflection as a means of acquiring information and knowledge.
- Perspective on Time:** Scarce or Plentiful: is time treated as urgent or relaxed?
- Outlook on Life:** Doing or Being: which is preferred: mastery over nature or living in harmony with nature? Is outcome of life more dependent on human effort or expression of divine will?

Hughes, Ginnett & Curphy: Credibility

- If you work for a leader you see as credible you will work longer hours, feel a greater sense of ownership in the company, more involved in work and less likely to leave the company over the next two years.
- Credibility has Two Components
- Credibility defined as the ability to engender trust in others
- Leaders with credibility are seen as trustworthy, strong sense of right and wrong, speak up for what they believe in, protect confidential information, encourage ethical decisions, and follow through with commitments.
- Sometimes-- dishonest leaders, personalized charismatic leaders or power wielders can be initially seen as credible-- but their selfish and self-serving interests usually come to light.

Credibility Consists of Expertise and Trust

- Building Expertise: expertise includes technical competence, as well as organizational and industry knowledge; leaders need to understand how their job contributes to the overall mission of the company.
- Building Trust: here you clarify and communicate your values; building relationships; it's a moral exercise; leaders need to act in ways at work that are aligned with their personal values, not be inconsistent and misalign personal values with company values/mission; being trustworthy enables leaders to influence others and get work done through others.

Hughes: Ch. 9: Motivation, Satisfaction & Performance

Motivation, satisfaction and performance are related-- when motivated you perform and are very satisfied.

Teams with high levels of performance achieve more, it increases satisfaction and performance.

- What is motivation?

Anything that provides direction, intensity and persistence to behavior.

We infer that a student is highly motivated to do well in school if she spent lots of time studying for exams.

Performance-- behaviors directed toward an organization's mission or goals.

Effectiveness-- making judgments about the adequacy of behavior with respect to certain criteria.

Job Satisfaction: it's not how hard one works or how well one works-- but how much one likes their work.

It deals with attitudes or feelings about one's work; the pay, promotions or educational opportunities, co-workers, workload.

People who are satisfied with their work more likely to show organizational citizenship behaviors which is behaviors not directly related to one's job but is helpful to others at work (volunteering to help others at work).

- Eleven Approaches to Understanding Motivation
- Page 249 in Hughes text.

- Need Theories: Maslow and Alderfer's ERG Theory

- All human beings have needs- and leaders motivate followers by helping them satisfy their needs.

- Needs refer to internal states of tension-- or deficiency that people are motivated to change.

Maslow: people motivated by 5 basic needs:

- 1) survive physiologically
- 2) need for security
- 3) need for affiliation (belonging)
- 4) need for self esteem
- 5) need for self-actualization

Alderfer's Existence-Relatedness-Growth Theory

The existence correspond to Maslow's physiological and security needs

Relatedness are Maslow's social and self-esteem needs

Growth are similar to the need for self-actualization.

Alderfer said people try to satisfy more than one need at a time

Also-- frustration trying to achieve a higher need can lead to satisfy a lower level need (frustration regression hypothesis)

- **Individual Differences in Motivation**

People differ in personality traits and values and leaders can hire people with the right traits and values

Achievement Orientation: one's tendency to exert efforts toward a task depends on the strength of their motivation to achieve success or achievement orientation.

People with high levels of achievement orientation perform better in school, pursue graduate school, get promoted more quickly.

- **Values**

- Values are a person's most important and enduring beliefs and are related to motivation.

- Followers will be motivated to work when their values are aligned with their work values

- Leaders need to be aware that money alone doesn't motivate followers- it is job security and recognition, and helping co-workers.

- **Intrinsic Motivation**

- This is behavior motivated for its own sake-- for the personal satisfaction one gets from the work.

Cognitive Theories

These theories postulate that people are motivated by having clear goals-- when they see the connections between effort and reward-- and they believe they can accomplish the task.

- **Goal Setting Theory**

The leaders helps followers by showing them how a goal is achieved through following a systematic plan to achieve it.

Goals direct attention, mobilize effort and help people strategize and exert ongoing effort.

Goals that are specific and difficult resulted in consistently higher effort and performance, goal commitment is critical and followers need to have a voice in setting the goal, followers need feedback to exert more effort.

- **Expectancy Theory**

- Expectancy theory involves 2 assumptions:

- 1) motivated performance comes from conscious choice
- 2) people do what they believe provides them with highest reward

Expectancy theory is a rational approach to understanding motivation. Simply put-- people behave in ways that maximize their expectations of attaining valued outcomes.

The leader needs to clarify the connection between the follower's effort and project completion.

- **Equity Theory**

People value fairness in the leader-follower exchange relationship.

Followers are motivated when they believe that their effort and what they get out of it are equal.

This is also a rational model.

- **Self-Efficacy Theory**

Here- we look at one's core beliefs about successfully performing a task.

Positive self-efficacy: when one is confident about achieving goal

Negative self-efficacy: when one has self-debilitating beliefs

Situational Theories

In these models, it is impossible to change the situation in order to improve the follower's motivation levels.

• Operant Theory

Here- we use rewards and punishment to change the direction, intensity or persistence of a behavior.

A reward is a consequence that increases the likelihood a specific behavior will be repeated.

Punishment is administering an aversive stimulus or withdrawal of something desired to decrease the likelihood of a specific behavior.

Generally-- rewards are more effective than punishment.

How does a leader use this info?

Leaders need to articulate what behaviors are important

Leaders need to know if those behaviors are currently being punished, rewarded or ignored

Leaders need to determine what followers actually find rewarding and punishing

• Empowerment

This is another situational approach to motivation.

Empowerment has 2 components:

- 1) For leaders to empower, they must delegate leadership and decision making to lowest level possible.
- 2) Leaders need to give followers the resources, knowledge, develop skills necessary to make good decisions.

Leaders need to know what followers are capable of doing- enhance and broaden their capabilities and give them increased authority.

Empowered employees have self-determination, meaning, competence and believe their work is important.

Hughes: Ch. 10: Groups, Teams and Leadership

What is the difference between groups and teams?

Team members have stronger sense of identification with themselves than group members

Teams have common goals/tasks and group members may not have consensus about goals

Teams have greater task interdependence than groups

Team members often have more differentiated and specialized roles than group members

- **What is a group?**

- two or more persons interacting with one another so both are influenced by each other

- group size has implications for leaders; larger groups can develop cliques which are subgroups who share the same goals, values and expectations; can exert negative or positive influence

Developmental Stages of Groups

There are 4 usual stages of development:

- 1) Forming: polite conversation, casual conversation among members and low trust.
- 2) Storming: there may develop intragroup conflict, heightened emotional levels, and status differentiation, who will lead
- 3) Norming: clear emergence of a leader and development of group norms and cohesion
- 4) Performing: group members play functional, interdependent roles focused on performance of group tasks

Effective Team Characteristics and Team Building

- Effective teams have clear mission and high performance standards; everyone knows what they're supposed to achieve
- Leaders of successful teams take stock of their equipment, training facilities and resources available to the team
- Leaders assess the technical skills of team members, secure needed resources.
- Leaders spend time organizing and planning to make optimal use of resources

Leadership Values

Objective (s): To clarify the leadership values that motivate leaders

How the author has used this exercise: This is a good foundational exercise to explore the driving force behind leadership behavior.

Activity Description: Explain that it is important that leaders clarify their own sense of leadership values. Ask participants to reflect upon the values that define their role as a leader? Then ask participant to individually circle five values listed below that best complete the following sentence:

" _____ is a 'cornerstone' in my approach to leadership."

ACHIEVEMENT
ADVENTURE
CHALLENGE
CONTROL
CREATIVITY
ECONOMIC BALANCE
FAIRNESS
FREEDOM
HAPPINESS
HARD WORK
HONESTY
HARMONY
INVOLVEMENT
ORDER

AFFECTION
COMFORT
CONFORMITY
COOPERATION
DIRECTNESS
EXPERTNESS
FLEXIBILITY
FRIENDSHIP
HELPFULNESS
INDEPENDENCE
INTEGRITY
LEADERSHIP
MORALITY/ETHICS
LOYALTY

PREDICTABILITY
RESPONSIBILITY
RESPONSIVENESS
PERSONAL
DEVELOPMENT
POWER
RECOGNITION
RISK
SELF-RESPECT
VARIETY
SECURITY
TRADITION
TRUST
WISDOM
OTHER VALUES:

Have the group discuss how values drive leadership behavior. Ask them for specific examples.

Options: You may want to pool participant responses to see if there are some common denominators in the group.

Doing Battle with Negativity

Objective (s): To identify strategies to deal with negative employees

How the author has used this exercise: One of the biggest problems of leaders is to deal with reports who are excessively negative. Negativity can corrupt the work climate.

Activity Description: Ask participants to give examples of the damaging effects of negativity in the workplace. As a group, discuss the dozen negative “types” listed below. Then have participants brainstorm ways that leaders can handle each type. The goal is to end up with a list of helpful leadership strategies for dealing with negativity.

Negativity Types

1. **The Resisters**--They rail against anything different
2. **The Wobbly** —They are constantly shifting moods and expect others to adjust to them
3. **The Gossipers**--They spread rumors and tell inappropriate personal tidbits
4. **The Blamers** —They are constantly blaming others.
5. **The Victims**—They believe people are out to get them
6. **The Adhesives**--They can't let go, even things that happened years ago
7. **The Pessimists**--They always expect the worst case scenario
8. **The Boilers** —They will blow over the slightest provocation
9. **The Complainers**—They feel everything is wrong or will soon go wrong
10. **The Choosers**—They are constantly pitting one group against another
11. **The Detached**-- They feel most everything is dumb or beneath them
12. **The Self-Absorbed**--They are constantly grabbing credit or attention

Options: If you have the time, participants can develop their own list of negative types.

Added thoughts or considerations: Ask participants to give actual examples where they have used some of the strategies the group identifies. The conversation will probably move to the question, "What to do with the individual who doesn't respond to the strategies?"



What is a Vision?

- ✧ It is a specific destination
- ✧ It needs to be articulated with a purpose
- ✧ What does this mean: It's not what the vision is-- it's what the vision does.
- ✧ How does one create a vision?
 - Clarify what is and isn't important to us
 - Continually learning how to see current reality clearly
 - By admitting when we are being self-deceptive
 - By understanding that we need to expand our ability to create results in life we truly seek
 - You need to be deeply inquisitive

What does this mean?

Commitment to the truth doesn't mean seeking the truth-- rather it's a relentless willingness to root out the ways we limit or deceive ourselves from seeing what is and to continually challenge our theories of why things are the way they are.