



IIT ROORKEE



NPTEL ONLINE
CERTIFICATION COURSE

LEADERSHIP AND TEAM EFFECTIVENESS

LECTURE - 33

Motivation and Leadership

PROF. SANTOSH RANGNEKAR
DEPARTMENT OF MANAGEMENT STUDIES



Contents

- Motivation
- Types and Importance of Motivation
- Motivational Approaches
- Leadership qualities to motivate and inspire your team
- Why Motivation Matters in Leadership
- Case Study
- Research Paper
- Book Recommendation
- References



Motivation

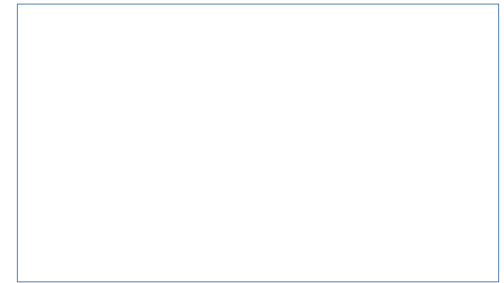
- Motivation comes from the Latin word “movere” which means, “to move”.
- The processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal.
- Motivation is the process that initiates, guides, and maintains goal-oriented behaviors.
- Motivation is an important factor which encourages persons to give their best performance and help in reaching enterprise goals.



Image source; https://www.researchgate.net/figure/Components-of-motivation_fig44_323695129

Definitions of Motivation

Authors	Definition
Berelson and Steiner	A motive is an inner state that energizes, activates, or moves and directs or channels behavior goals.
Jozef Cohen	Motivation is the inner thrust behind behavior.
The Encyclopedia of Management	Motivation refers to degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces, including the degree of readiness.
Dubin	Motivation is the complex of forces starting and keeping a person at work in an organization



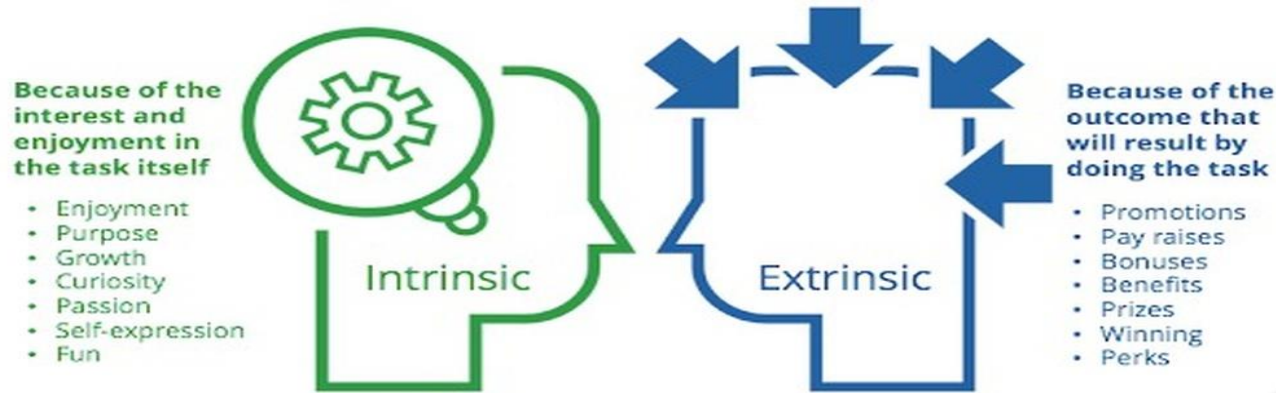
Types of Motivation

- **Intrinsic motivation**

Intrinsic motivation can arise from self-generated factors that influence people's behavior. It is not created by external incentives.

- **Extrinsic motivation**

Extrinsic motivation occurs when things are done to or for people to motivate them.



<https://www.executive-enterprisenry.com/blogs/blog/428721-intrinsic-vs--extrinsic-motivation--why-we-do-what-we-do#.YQ7GgYgzblU>

Importance of Motivation

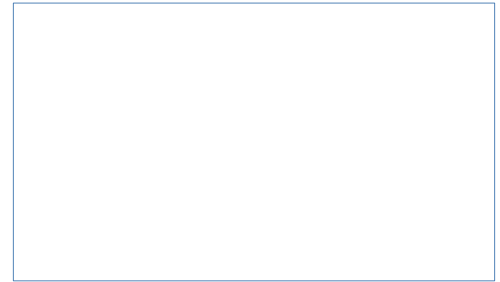
Broadly, the importance of motivation is as follow:

1. High level of performance

- Organization must ensure that the employees have a high degree of motivation. A highly motivated employee put extra effort into work and have a sense of belonging for the organization.

2. Low employee turn over and absenteeism

- Low level of motivation is a root cause of low turnover and absenteeism. High level of absenteeism causes a low level of production, poor quality, wastages and disruption in production schedules.



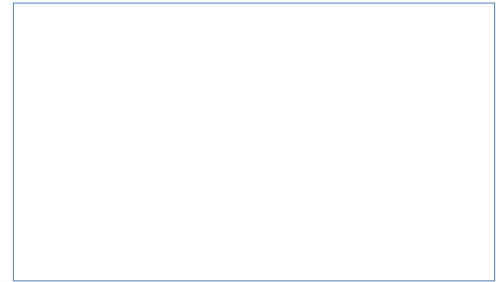
Importance of Motivation

3. Acceptance of organization change

- Social change and technology evolution happens in the external environment have greater impact on the motivation of the employee. Management must ensure that the changes are introduced in the organization and its benefits explained to the employees so that there is no resistance to change and organizational growth is achieved.

4. Organizational image

- Employees are the mirrors of any organization. Regular training & development programme should be organized to keep employee updated with latest skills. It will have a positive impact on the employees and the image of the organization will be improved.



<https://www.geektonight.com/what-is-motivation/>

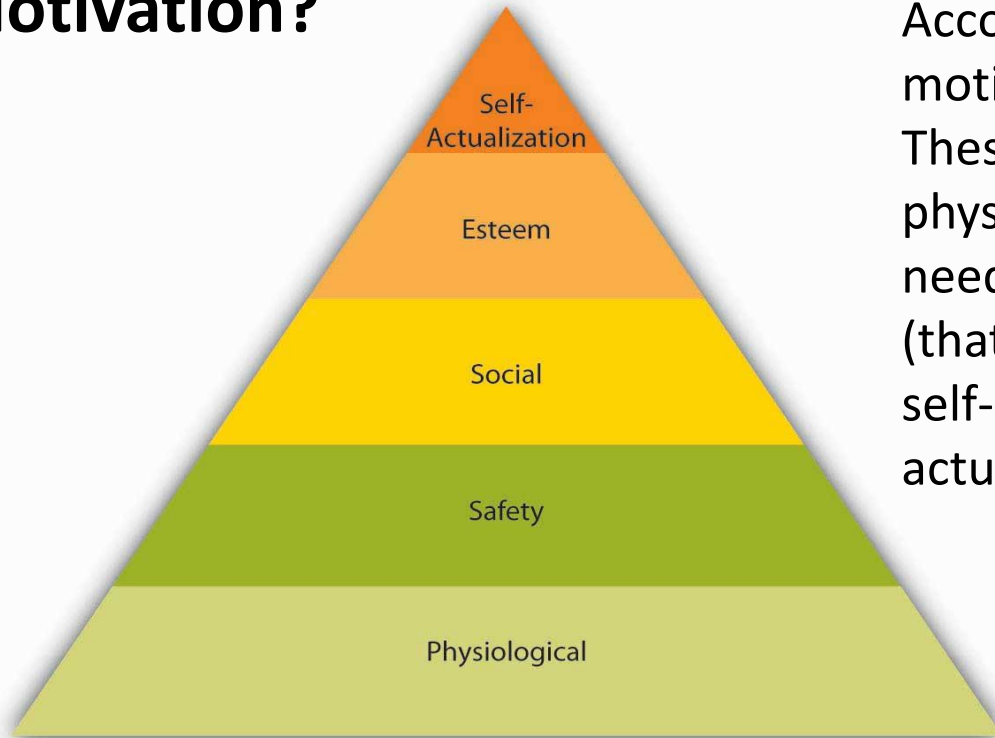


Five Motivational Approaches

Theory or Approach	Major Themes of Characteristics
Maslow's hierarchy of needs	Satisfy needs to change behavior
Achievement orientation	Possess certain personality traits
Goal setting	Set goals to change behavior
Operant approach	Change rewards and punishments to change behavior
Empowerment	Give people autonomy and latitude to increase their motivation for work.



Maslow's Hierarchy of Needs: How Does Context affect Motivation?



According to Maslow, people are motivated by five basic types of needs. These include the need to survive physiologically, the need for security, the need for affiliation with other people (that is, belongingness), the need for self-esteem, and the need for self-actualization.

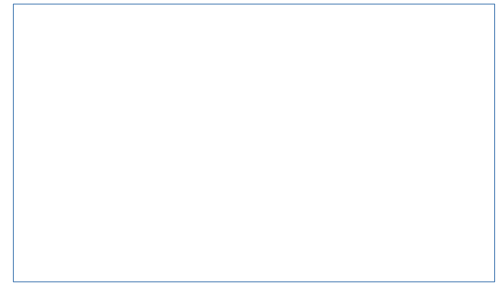


Image source: https://saylordotorg.github.io/text_organizational-behavior-v1.1/s09-theories-of-motivation.html

1. **Physiological needs** - These are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sleep.
2. **Safety needs** - After the first level the needs for security and safety become salient. Financial security, health and wellness, safety against accidents and injury.
3. **Love and belongingness needs**- The third level of human needs is social and involves feelings of belongingness. e.g.-Friendships, Family, Social groups, Community groups.
4. **Esteem needs**- when the needs at the bottom three levels have been satisfied, the esteem needs begin to play a more prominent role in motivating behaviour. e.g.- status, recognition.
5. **Self-actualization needs**-Highest order need, refer to the realization of a person's potential, self-fulfilment, seeking personal growth and peak experiences.

Source: <https://www.simplypsychology.org/maslow.html>



Achievement Orientation: How Does Personality Affect Motivation?

- Atkinson has proposed that an individual's tendency to exert effort toward task accomplishment depends partly on the strength of his or her motivation to achieve success, or as Atkinson called it, achievement orientation.
- McClelland further developed Atkinson's ideas and said that individuals with a strong achievement orientation strive to accomplish socially acceptable endeavors and activities.
- It looks at **three** need.
- **Need for achievement (nAch)** is the drive to excel, to achieve in relationship to a set of standards.
- **Need for power (nPow)** is the need to make others behave in a way they would not have otherwise.



Achievement Orientation: How Does Personality Affect Motivation?(Cont.)

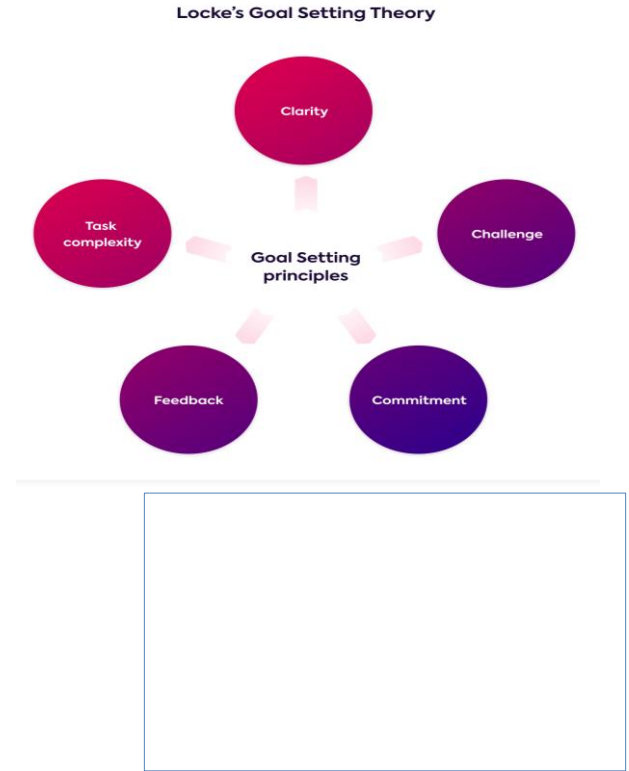
- **Need for affiliation (nAff)** is the desire for friendly and close interpersonal relationships.
- People with higher levels of achievement orientation are likely to do better in school, pursue postgraduate degrees, get promoted more quickly, and get paid higher salaries and bonuses than their lower-scoring counterparts.
- It is hardly surprising that achievement orientation is often a key success factor for people who advance to the highest levels of the organization.



Goal Setting: How Do Clear Performance Targets Affect Motivation?

- One of the most familiar and easiest formal systems of motivation
- According to Locke and Latham, goals are the most powerful determinants of task behaviors.
- A theory that says that specific and difficult goals, with feedback, lead to higher performance.
- Goals should be "**SMART**". which stands for Specific, Measurable, Attainable, Relevant, and Time-bound.

Image Source: <https://getlucidity.com/strategy-resources/guide-to-locke-s-goal-setting-theory/>



Goal Setting: How Do Clear Performance Targets Affect Motivation?

- Leaders wanting to improve individual or team performance should set high but achievable goals and express confidence and support that the followers can get the job done.
- The Pygmalion effect occurs when leaders articulate high expectations for followers; in many cases these expectations alone will lead to higher-performing followers and teams.
- The Golem effect occurs when the leaders have little faith in their followers' ability to accomplish a goal, they are rarely disappointed by the non-achievement by their followers.



The Operant Approach: How Do Rewards and Punishment Affect Motivation?

- One popular way to change the direction, intensity, or persistence of behavior is through rewards and punishments.
- When properly implemented, there is ample evidence to show that the operant approach can be an effective way to improve follower motivation and performance.

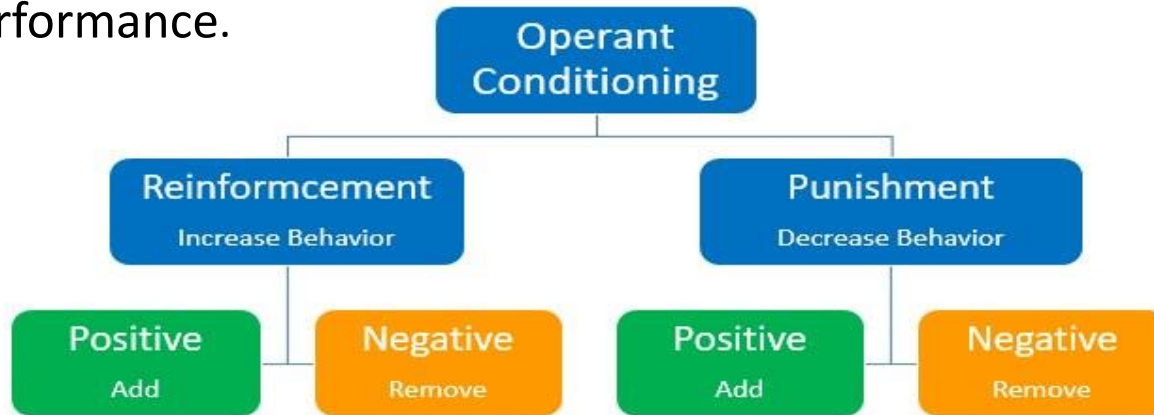


Image Source: <https://thepeakperformancecenter.com/educational-learning/learning/theories/types-behavioral-learning/operant-conditioning/>

Cont.

- Using operant principles properly for improving followers' motivation and performance requires several steps:
 1. Clearly specify what behaviors are important.
 2. Determine if those behaviors are currently being punished, rewarded, or ignored.
 3. Find out what followers find rewarding and punishing.
 4. Be careful while creating perceptions of inequity when administering individually tailored rewards.
 5. Leaders should not limit themselves to administering organizationally sanctioned rewards and punishments.
 6. Leadership practitioners should administer rewards and punishments in a contingent manner whenever possible.



Empowerment: How Does Decision-Making Latitude Affect Motivation?

- Empowerment is the final approach to motivation.
- Some people believe empowerment is about delegation and accountability; it is a top-down process in which senior leaders articulate a vision and specific goals and hold followers responsible for achieving them.
- Others believe empowerment is more of a bottom up approach that focuses on intelligent risk taking, growth, change, trust, and ownership; followers act as entrepreneurs and owners who question rules and make intelligent decisions.



<https://www.achievers.com/blog/employee-empowerment/>

Empowerment: How Does Decision-Making Latitude Affect Motivation?

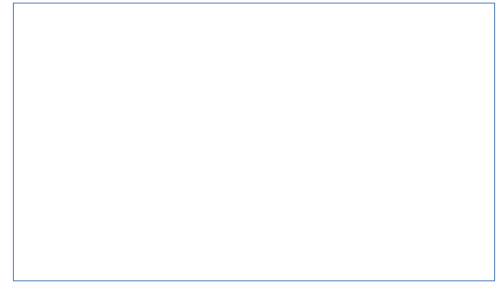
- The psychological components of empowerment can be examined at both macro and micro levels.
- Three macro psychological components underlie empowerment are: motivation, learning, and stress.
- There are also four micro components of empowerment.
- These components can be used to determine whether employees are empowered or unempowered, and include self-determination, meaning, competence, and influence.



The Empowerment Continuum

Empowered Employees ←————→ **Unempowered Employees**

- Self-determined
 - Sense of meaning
 - High competence
 - High influence
- other-determined
 - Not sure if what they do is important
 - Low competence
 - Low influence



Leadership qualities to motivate and inspire your team

1. Provide a vision and purpose
2. Set clear goals
3. Lead by example
4. Encourage teamwork
5. Be optimistic and positive
6. Give praise and rewards
7. Communicate with the team
8. Empower team members

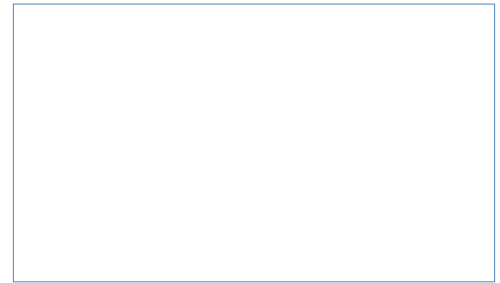


<https://www.deakinco.com/media-centre/article/8-leadership-qualities-to-motivate-and-inspire-your-team>

Why Motivation Matters in Leadership

There are nine reasons why motivation matters in Leadership:

1. Motivated Members Make for a Stronger Team
2. Better Communication Equates to More Success
3. Projecting a Positive Attitude Is Paramount
4. Focus on Intrinsic Over Extrinsic Motivation
5. Make Individual Connections That Communicate the “Why”
6. Praise Team Members and Build Motivation
7. Hold People Accountable and Provide Feedback
8. Ask Questions Often and Work Towards Solutions
9. Promote a Healthy Working Lifestyle



<https://www.lifehack.org/853716/leadership-motivation>

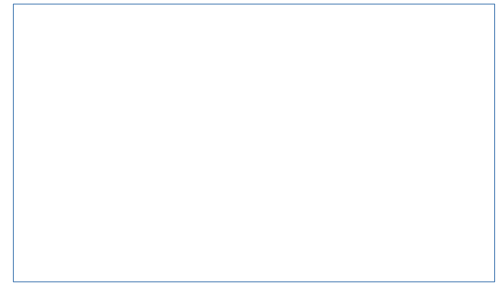


Case Study: Attaching the Carrot to the Stick

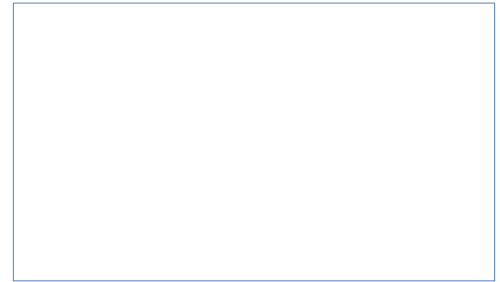
- It seems like common sense that people work harder when there are incentives at stake, but many scholars question this premise. Alfie Kohn has long suggested that workers are punished by rewards and urges that organizations avoid tying rewards to performance because of the negative consequence that can result. As an alternative to rewards, some experts recommend that managers foster a positive, upbeat work environment in hopes that enthusiasm will translate into motivation.
- Although rewards can be motivating, they can reduce employees' intrinsic interest in the tasks they are doing. Although these lines, Mark Pepper of Stanford University found that children who were not rewarded for using the pens were eager to use them. And neuroimaging researcher at Cal Tech found that when incentives reached a certain threshold, the brain's reward center began to shut down and people become distracted.



- According to Vikran Chib, the lead researcher on the project, people begin to worry about losing the carrot when the stakes get too high, which leads to failure.
- Rewards can also lead to misbehavior by workers. Psychologist Edward Deci notes, "Once you start making people' reward dependent on outcomes rather than behaviors, the evidence is people will take the shortest route to those outcome." Consider factory workers paid purely based on the number of units produce. Because only quantity is rewarded, workers may neglect quality. Executives rewarded strictly on the basis of the quarterly stock price will tend to ignore the long term profitability and survival of the firm; they might even engage in illegal or unethical behavior to increase their compensation.
- Some rewards may also have legal implications. An increasing number of companies are providing financial rewards to employees who meet health goals or participate in wellness programs, but such efforts raise concerns about discrimination against this unable to reach the goals.

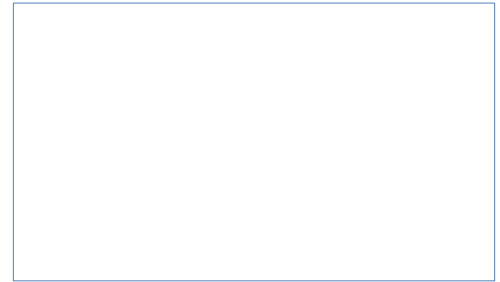


- Incentives might not motivate employees to take a More active role in managing their health in any case. As David Anderson, vice president And chief health office at StayWell Health Management says, "An incentive itself doesn't necessarily buy engagement. It buys compliance."
- However, the majority of research cited in this And the previous chapter shows that individual given rewards for behavior will be more likely to engage in the rewarded behaviors. It is also unlikely that individuals engaged in very boring, repetitive tasks will lose their intrinsic motivation to begin with. The real issue for managers is finding another appropriate way to reward behaviors so desired behavior is increased while less-desired behavior is reduced.



Questions:-

1. Do you think that, as a manager, you should use incentives regularly? Why or Why not?
2. Can you think of a time in your own life when the possibility of receiving an incentive reduced your motivation?
3. What employee behaviors do you think might be best encouraged by offering incentive rewards?



Research Paper



Journal of Educational
Administration
Vol. 49 No. 3, 2011
pp. 256-275
© Emerald Group Publishing Limited
0957-8234
DOI 10.1108/0957823111129055

Principals' leadership and teachers' motivation Self-determination theory analysis

Ori Eyal

School of Education, Hebrew University of Jerusalem, Jerusalem, Israel, and

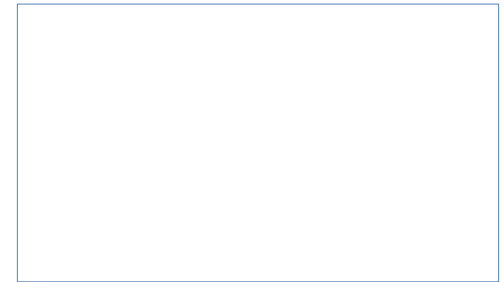
Guy Roth

*Department of Education, Ben-Gurion University of the Negev,
Be'er-Sheva, Israel*

Received March 2010
Revised August 2010
Accepted August 2010

Purpose

The purpose of this paper is to investigate the relationship between educational leadership and teacher's motivation. The research described here was anchored in the convergence of two fundamental theories of leadership and motivation: the full range model of leadership and self-determination theory. The central hypotheses were that transformational leadership would predict autonomous motivation among teachers, whereas transactional leadership would predict controlled motivation.



Research Paper

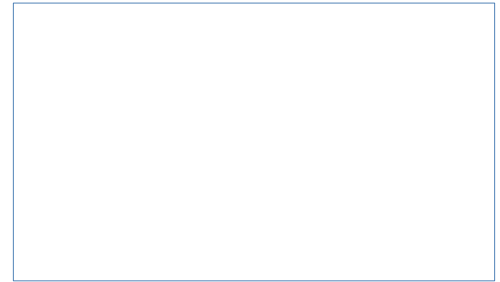
The authors further predicted that autonomous motivation would mediate the relations between transformational leadership and teachers' burnout and that controlled motivation would mediate the relations between transactional leadership and burnout.

Design/methodology/approach

Questionnaires assessing the variables of interest were completed by 122 Israeli teachers.

Findings

Results, based on structure equation modeling, supported the hypotheses, suggesting that leadership styles among school principals play a significant role in teachers' motivation and well-being.



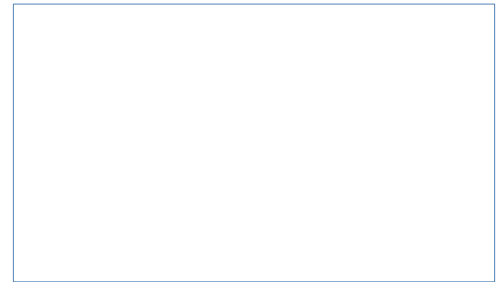
Research Paper

Research limitations/implications

The school's environment in Western society is characterized by many impositions and pressures that affect teachers' well-being, as reflected in their quality and intensity of motivation, affect, and burnout. Thus, the present research findings suggest that if the power in educational systems is delegated to school principals, and if the latter are encouraged and trained to be autonomy supportive toward their educational staff, then these steps may potentially facilitate teachers' autonomous motivation, satisfaction, and well-being

Originality/value

Few studies have examined the relationship between various styles of leadership and different types of motivation among followers. The present novel study has the potential to fill this gap by empirically studying the relationship between educational leadership and teachers' motivation.



Book Recommendations

Understanding motivation and emotion

Authors: Johnmarshall Reeve

Publisher:Wiley

Language: English

Paperback: 560 Pages

ISBN-10 : 1119441285

ISBN-13 : 978-1119441281

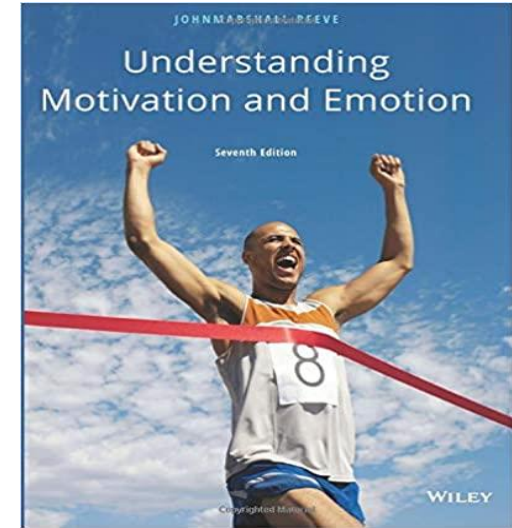


Image Source: <https://www.wiley.com/en-au/Understanding+Motivation+and+Emotion%2C+7th+Edition-p-9781119367604>

Book Recommendations

The past ten years have seen an explosion of useful research surrounding human motivation and emotion; new insights allow researchers to answer the perennial questions, including "What do people want?" and "Why do they want what they want?" By delving into the roots of motivation, the emotional processes at work, and the impacts on learning, performance, and well-being, this book provides a toolbox of practical interventions and approaches for use in a wide variety of settings. Useful in schools, the workplace, clinical settings, health care, sports, industry, business, and even interpersonal relationships, these concepts are profoundly powerful; incorporated into the state-of-the-art intervention programs detailed here, they can enhance people's motivation, emotion, and outlook while answering the core questions of any human interaction.

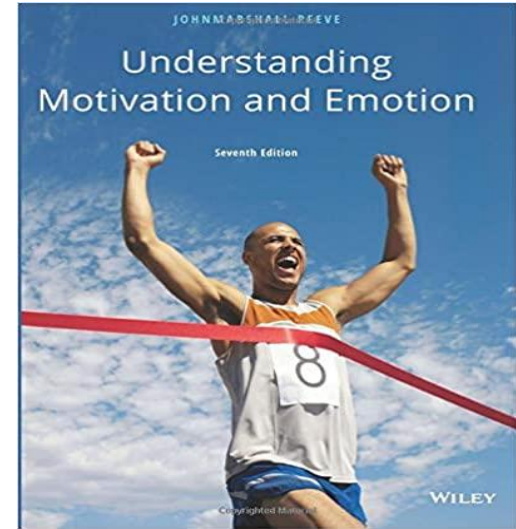


Image Source: <https://www.wiley.com/en-au/Understanding+Motivation+and+Emotion%2C+7th+Edition-p-9781119367604>

References:

- Eyal, O. and Roth, G. (2011), "Principals' leadership and teachers' motivation: Self-determination theory analysis", *Journal of Educational Administration*, Vol. 49 No. 3, pp. 256-275. <https://doi.org/10.1108/09578231111129055>
- Hughes, R. L., Ginnette, R. C., & Curphy, G. J. (2012). LEADERSHIP: enhancing the lessons of experience. In *LEADERSHIP: enhancing the lessons of experience*.
- Robbins, S. P., & Judge, T. (2007). Organizational behavior. Upper Saddle River, N.J: Pearson/Prentice Hall.



References:

https://www.researchgate.net/figure/Components-of-motivation_fig44_323695129

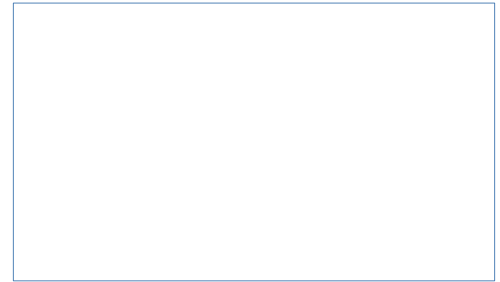
<https://www.executive-enterprisenyny.com/blogs/blog/428721-intrinsic-vs--extrinsic-motivation--why-we-do-what-we-do#.YQ7GgYgzblU>

<https://www.geektonight.com/what-is-motivation/>

<https://www.simplypsychology.org/maslow.html>

<https://www.deakinco.com/media-centre/article/8-leadership-qualities-to-motivate-and-inspire-your-team>

<https://www.lifehack.org/853716/leadership-motivation>



Thank You

