



Everyone's Smart  
University

# Leadership and Motivation

## Chapter 8

PMG511

Project Leadership

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# Learning Outcomes:

- 8.1 Define and explain motivation.
- 8.2 Compare and contrast the motivational leadership theories?
- 8.3 Compare and contrast contemporary theories of motivation.
- 8.4 How leaders motivate a unique groups of workers?
- 8.5 Summary and Conclusions.
- 8.6 Self Assessment.



The role of a  
**GREAT LEADER**  
is not to give  
greatness to  
human beings, but  
to help them extract  
the greatness  
they already have  
inside them.

- J. Buchan



*“Leadership is unlocking people’s  
potential to become better.”*

*Bill Bradley*



## 8.1 Define and explain motivation.

# What is Motivation?

Motivation is something that moves the person to action, and continues him in the course of action already initiated.



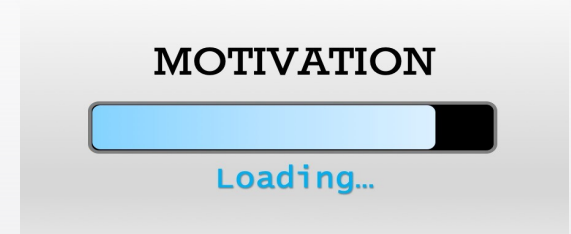
# What is Motivation?

**Motivation** refers to the process by which a person's efforts are energized, directed, and sustained toward attaining a goal.

- Individuals differ in motivational drive and their overall motivation varies from situation to situation.

## Motivation has three key elements:

- The **energy** element is a measure of intensity or drive where the quality of the effort is considered along with its intensity.
- High levels of **effort** lead to favorable job performance when the effort is **directed** toward, and consistent with, organizational goals.
- Finally, motivation includes a **persistence** dimension where employees keep putting forth effort to achieve those goals.





# Leaders and Motivation?

- **Effective leaders inspire movements that exist only when people choose to move in the same direction.**
- Being proficient at motivating your team will, without a doubt, be a measure of your **success as a leader**.
- **Motivation** is one key performance indicator (**KPI**) that should be on any leader's dashboard!
- Without a leader, movements fragment and get nowhere. The leader's job is to inspire people to work together in the service of something greater than themselves.
- **Positive energy is infectious.** It is one of the most powerful tools in the leadership toolbox when it comes to inspiring others in the workplace.

# Why leaders need to motivate their followers?

**Motivation** is important because it allows you as a leader to meet and even exceed your own organizational goals!



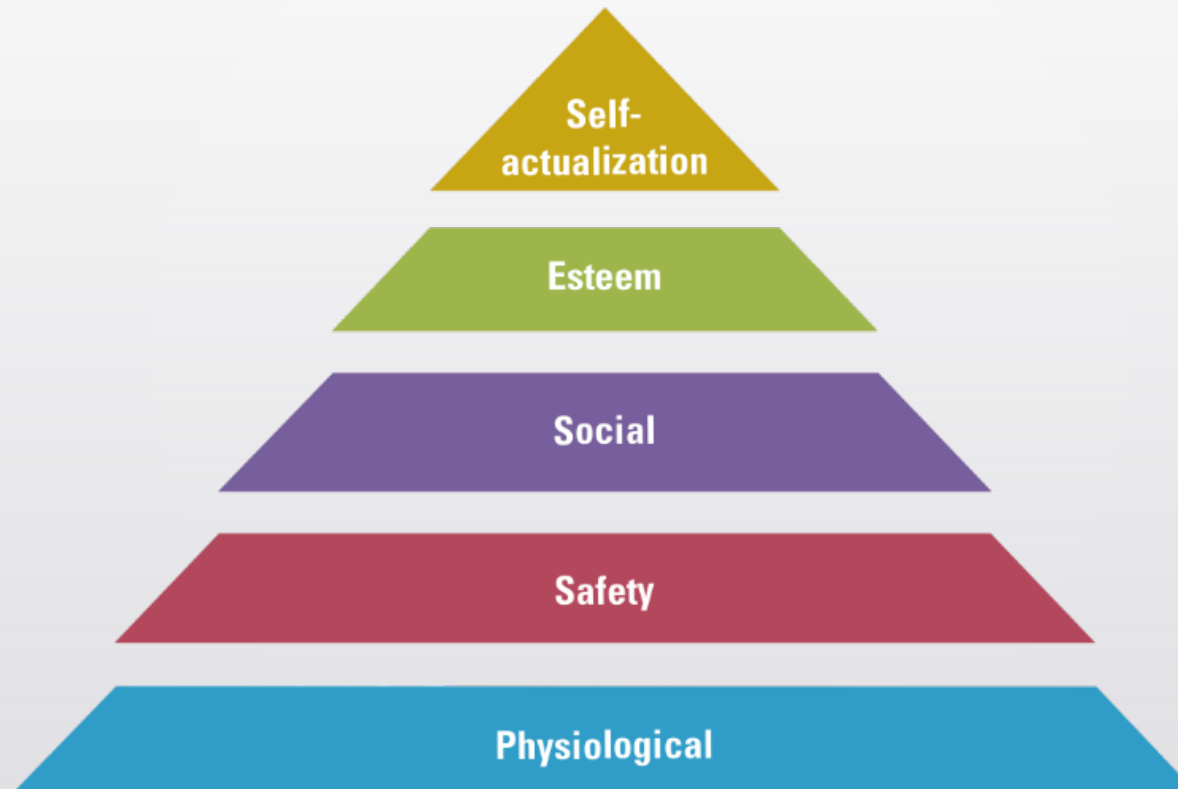
## Benefits of a motivated workforce:

- **Cost savings:** Motivated employees will not only work faster, but they will use their creativity.
- **Increased quality:** Motivated employees will produce quality products, costing you less resources for rework.
- **Reduced turn over:** Turn-over doesn't only cost you money to replace the individuals, but it also slows down your organization's progress while replacements are being trained.
- **Speed to market:** Everyone wants their product or services yesterday! **Actually, the day you release your new product, people will already want a newer version! Having a motivated workforce will ensure that your product release cycle is reduced minimally.**
- **Contributing to a better society:** Motivated employees make happy people, who in turn contribute to a better society.

## 8.2 Compare and contrast the motivational leadership theories?



# 1- Maslow's Hierarchy of Needs



# Maslow's Hierarchy of Needs

- **Abraham Maslow's Hierarchy of Needs theory (1943)**, is one of the most widely known theories of motivation. Maslow was a psychologist who proposed that within every person is a hierarchy of five needs:
  1. **Physiological needs** such as food, drink, shelter, sleep, and other physical requirements.
  2. **Safety needs** such as security and protection from harm as well as assurance that physical needs will continue to be met
  3. **Social needs** including affection, belongingness, acceptance, and friendship.
  4. **Esteem needs**, which include **internal esteem factors** such as self-respect, autonomy, and achievement, and **external esteem factors** such as status, recognition, and attention.
  5. **Self-actualization** needs that include growth and achieving one's potential.



# Maslow's Hierarchy of Needs

- **Maslow argued** that each level **must be substantially satisfied before the next need becomes dominant**; an individual moves up the hierarchy from one level to the next. Lower-order need are satisfied predominantly externally, while higher-order needs are satisfied internally.
- leaders will do things to satisfy team needs. But remember: **Once a need is substantially satisfied, it no longer motivates.**
- This theory is widely popular among practicing managers probably because it's easy to understand and intuitive. However, there is no empirical support provided for theory; other studies could not validate it.

## 2- McGregor's Theory X and Theory Y

- **Douglas McGregor** is best known for proposing two assumptions about human nature: **Theory X and Theory Y**. Simply put **Theory X** is a **negative view of people** and **Theory Y is a positive view**.
- McGregor believed that **Theory Y** assumptions should guide management practice and proposed that participation in decision making, responsible and challenging jobs, and good group relations would maximize employee motivation.
- Here we see Berkshire Hathaway Chairman and CEO **Warren Buffet**, a **Theory Y leader**, participating in the company's annual shareholders' meeting.



# McGregor's Theory X and Theory Y

## Theory X:

- Little ambition
- Dislike work
- Avoid responsibility
- Must be closely controlled

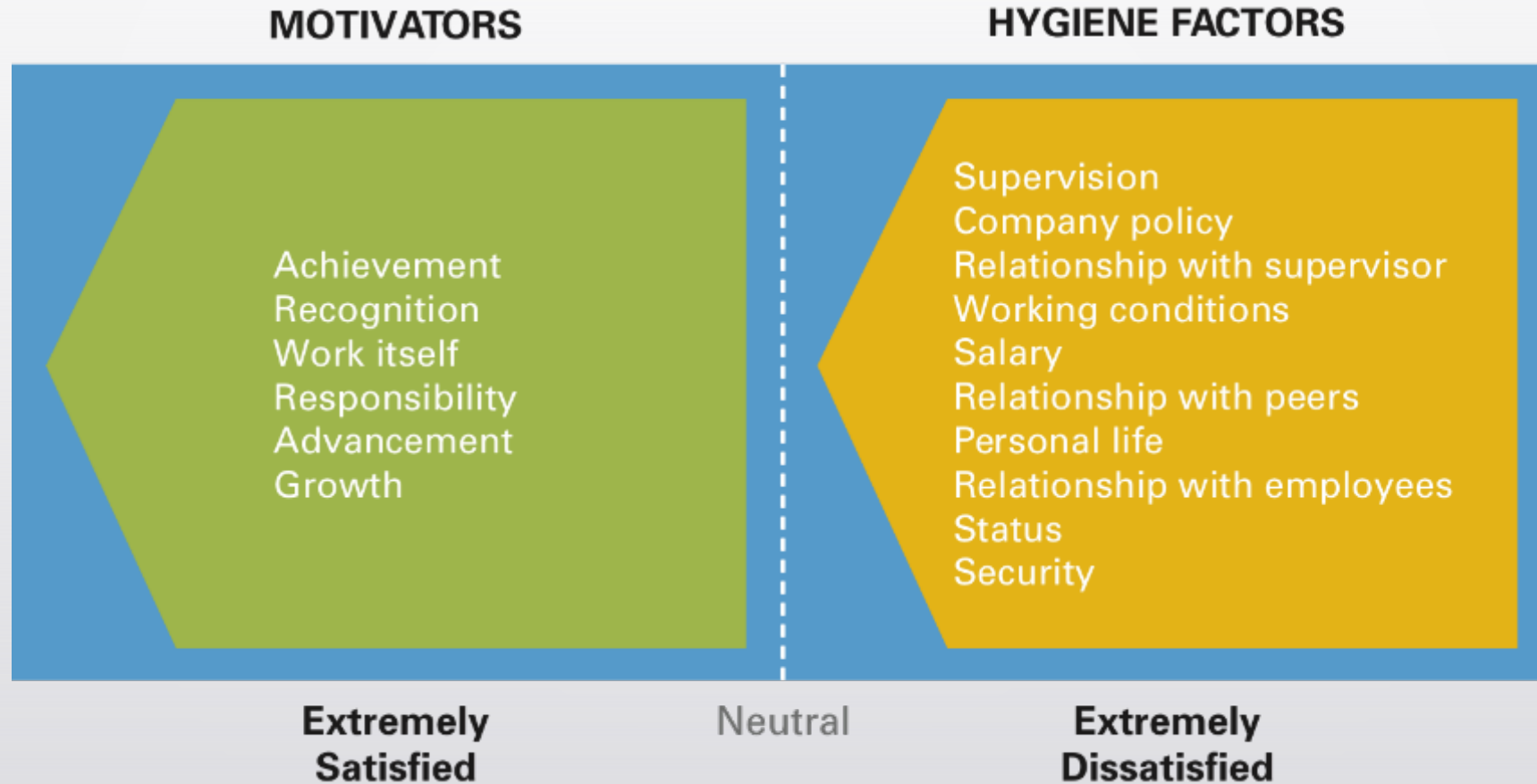
## Theory Y:

- Enjoy work
- Seek and accept responsibility
- Exercise self-direction

# 3- Herzberg's Two-Factor Theory

- Frederick Herzberg's **two-factor theory** (or **motivation-hygiene theory**) proposes that:
- **Intrinsic factors** are related to **job satisfaction**.
- **Extrinsic factors** are associated with **job dissatisfaction**.
- It was popular from the 1960s to the early 1980s.

# Herzberg's Two-Factor Theory

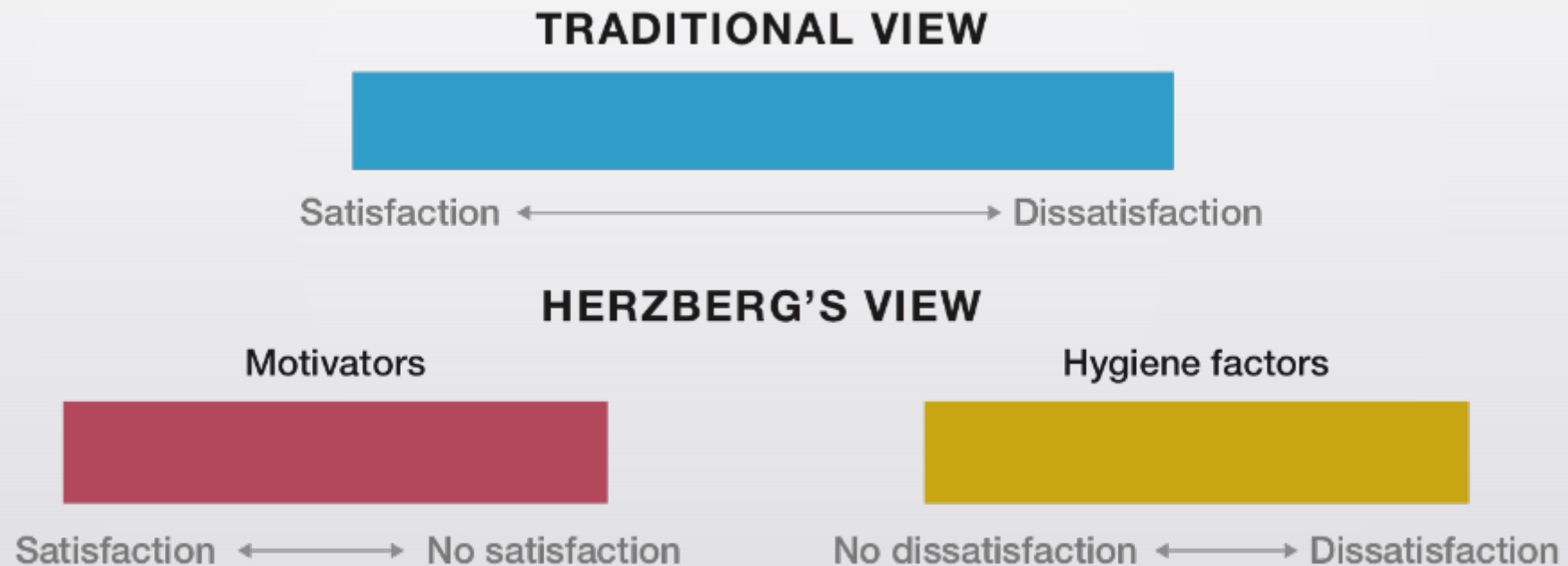


# Satisfaction vs. Dissatisfaction

- Herzberg also concluded that the traditional view –**that the opposite of satisfaction was dissatisfaction–was wrong.**
- The opposite of “**satisfaction**” is “**no satisfaction**” and the opposite of “**dissatisfaction**” is “**no dissatisfaction.**”
- To motivate people, Herzberg suggested emphasizing motivators, the intrinsic factors having to do with the job itself.



# Satisfaction vs. Dissatisfaction



# 4- McClelland's Three-Needs Theory

Three **acquired** needs are work motives:

1. Need for achievement
2. Need for power
3. Need for affiliation

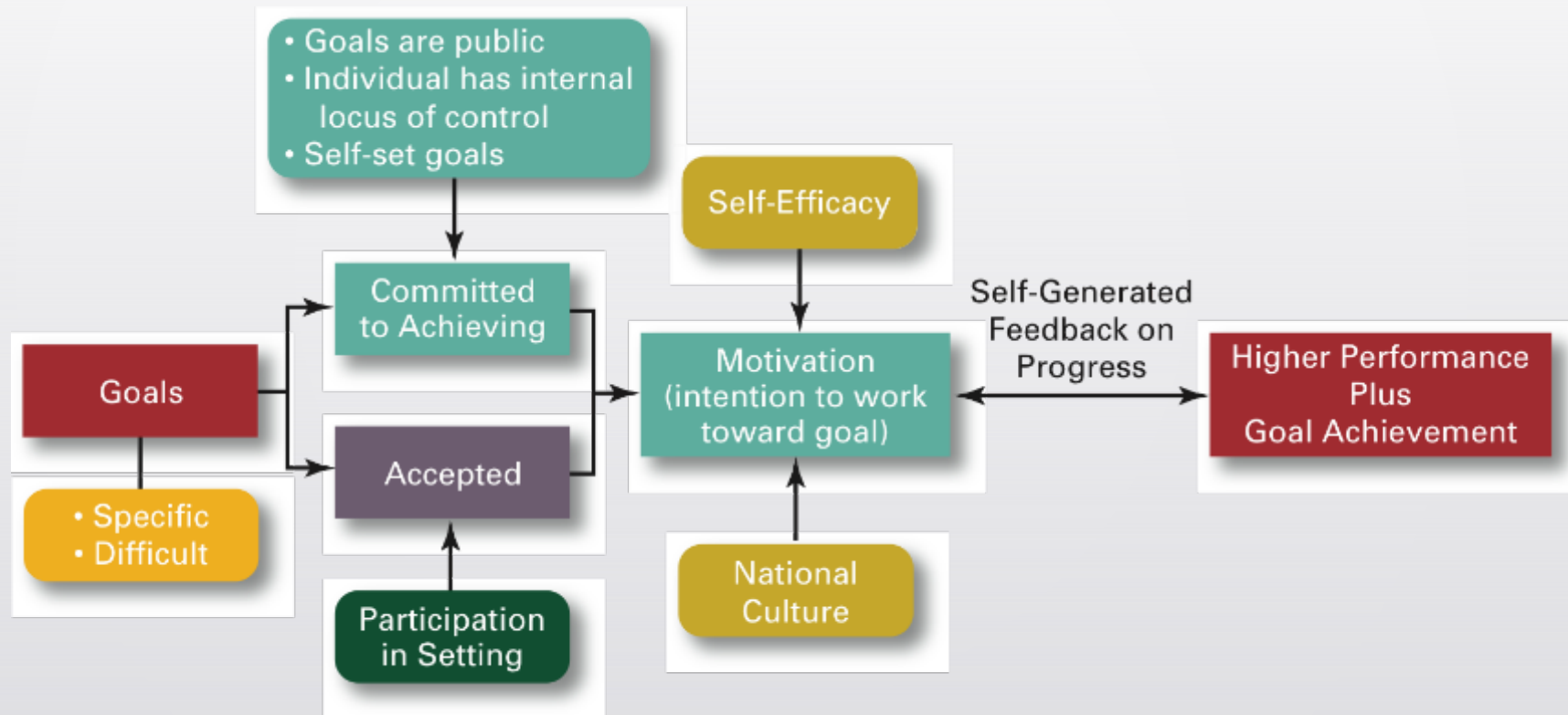
# McClelland's Three-Needs Theory

- David McClelland and his associates proposed the **three-needs theory**, which says three acquired needs are major motives in work.
- These three needs include:
  1. The **need for achievement** , which is the drive to succeed and excel in relation to a set of standards
  2. The **need for power** which is the need to make others behave in a way that they would not behave otherwise.
  3. The **need for affiliation** , which is the desire for friendly and close interpersonal relationships.

## **8.3 Compare and contrast contemporary (modern/days) theories of motivation.**



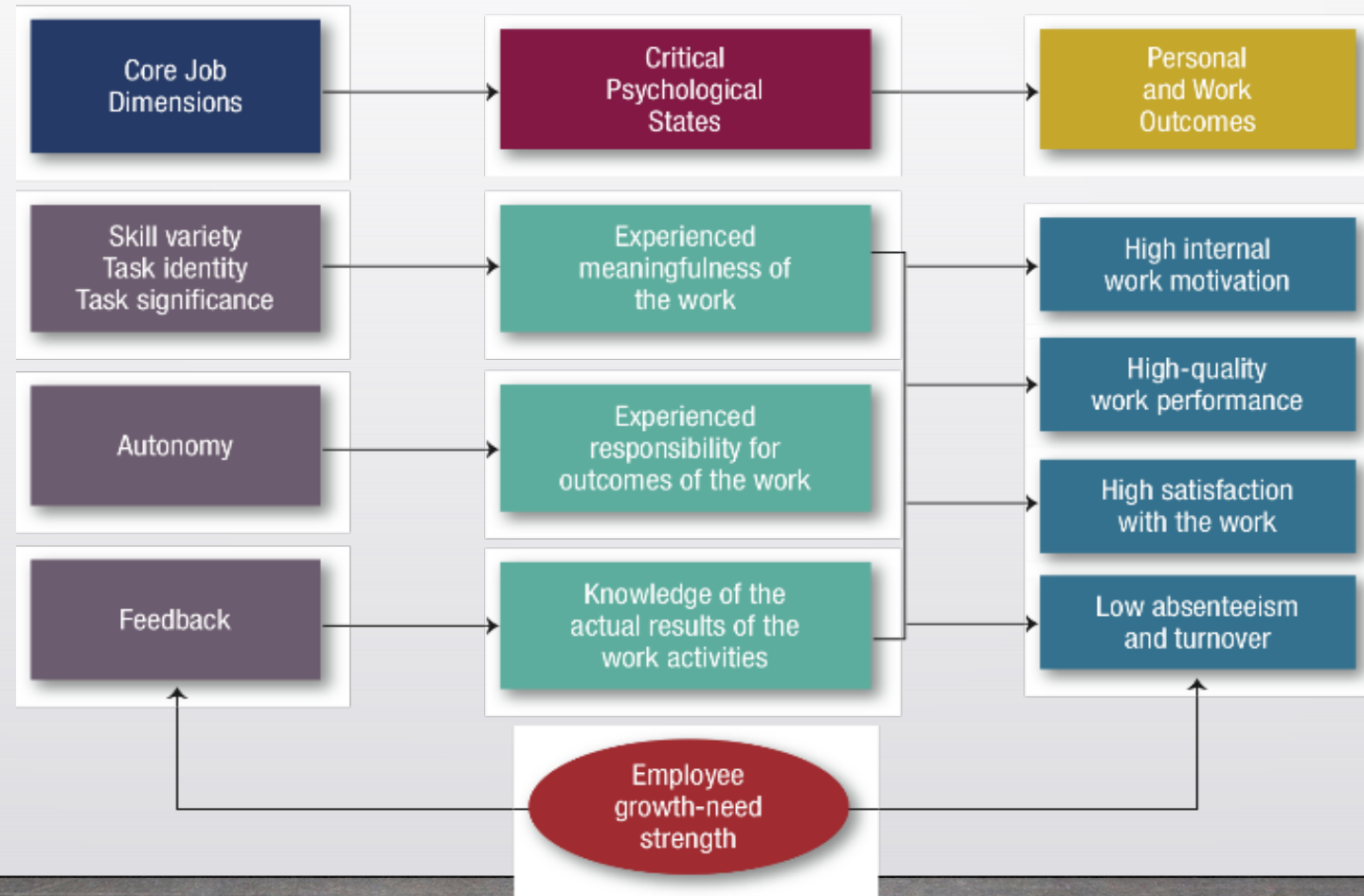
# 1- Goal-Setting Theory



# Goal-Setting Theory

- (1) Working toward a goal is a major source of job motivation.
- (2) specific and challenging goals are superior motivating forces.
- people do better if they get feedback on how well they're progressing toward their goals.

## 2- Job Characteristics Model (JCM)



## 3- Equity Theory

- The term **equity** is the concept of **fairness and comparable treatment when compared with others who behave in similar ways. There's considerable evidence that employees compare themselves to others and that inequities influence how much effort they exert.**
- **Equity theory**, developed by **J. Stacey Adams**, proposes that employees compare what they get from a job (outcomes) to what they put into it (inputs) and then compare their inputs-outcomes ratio with the inputs-outcomes ratios of relevant others,
- When **inequities** occur, employees attempt to do something about it. The result might be lower or higher productivity, improved or reduced quality of output, increased absenteeism, or voluntary resignation.



# 3- Equity Theory

| PERCEIVED RATIO COMPARISON*                                                             | EMPLOYEE'S ASSESSMENT    |
|-----------------------------------------------------------------------------------------|--------------------------|
| $\frac{\text{Outcomes A}}{\text{Inputs A}} < \frac{\text{Outcomes B}}{\text{Inputs B}}$ | Inequity (underrewarded) |
| $\frac{\text{Outcomes A}}{\text{Inputs A}} = \frac{\text{Outcomes B}}{\text{Inputs B}}$ | Equity                   |
| $\frac{\text{Outcomes A}}{\text{Inputs A}} > \frac{\text{Outcomes B}}{\text{Inputs B}}$ | Inequity (overrewarded)  |
| *Person A is the employee, and Person B is a relevant other or referent.                |                          |

## 8.4 How leaders motivate a unique groups of workers?



# How leaders motivate a unique groups of workers?

## Motivating:

1. Diverse employees
2. Professionals
3. Contingent workers





## Motivating:

### 1- Diverse employees



To maximize motivation among today's **diverse workforce**, leaders need to think in terms of **flexibility**. For instance, studies tell us that:

- Men place more importance on having autonomy in their jobs than women do.
- The opportunity to learn, convenient and flexible work hours, and good interpersonal relations are more important to women than to men.
- Having the opportunity to be independent and to be exposed to different experiences is important, whereas older workers may prefer highly structured work opportunities.

## Motivating:

### 2- Professionals

- **Motivating professionals** is different from motivating nonprofessionals. Professionals have a strong and long-term commitment to their field of expertise, they need to keep current and regularly update their knowledge, and, because of their commitment to their profession, they work beyond a 40-hour week.



## Motivating:

### 2- Professionals

- **Motivating professionals**
- **Money and promotions** tend to be low motivators for professionals, but **job challenge** tends to rank high.
- Professionals tend to be focused on their work as their central life interest, whereas nonprofessionals typically have outside interests that can compensate for needs not met on the job.



Motivating:

### 3- Contingent workers

- There's no simple solution for motivating contingent employees—temporary part-time and contract workers who don't have security or stability.
- temporary employee might be **motivated by the opportunity to become a permanent employee or an opportunity for training.**



# Designing Appropriate Rewards Programs

- Open-book management
- Employee recognition programs
- pay-for-performance.



# Designing Appropriate Rewards Programs

## Open-book management

Many organizations of various sizes involve their employees in workplace decisions by opening up the financial statements (the “books”) so that employees will be motivated to make better decisions about their work and be better able to understand the implications of what they do, how they do it, and the ultimate impact on the bottom line. This approach is called **open-book management**.

## Employee recognition programs

Can motivate employees by providing personal attention and expressions of interest, approval, and appreciation for a job well done.

- congratulate an employee in private or public for a good job or send a handwritten note or email message acknowledging something positive that the employee has done.

# Pay-for-Performance





# Low-Cost Rewards Program

- Clarify role in organization
- Keep communication open
- Show individual company cares

## AS A LEADER

**Speak Loudly Everyday To your team**

**We are one**

**I am Happy .....We are Happy**

**I am stronger .....We are Stronger**

**I am the Best .....We are the best**

# SMART LEADER

1. Start with scheduling more one on one time.
2. Find out what motivates them.
3. Provide the resources they need to do their work exceptionally well.
4. Praise and compliment them often.
5. Help co-create purposeful work.
6. Help them develop new skills.
7. Actively involve them.
8. Believe in them.

## SMART LEADER

"Share your plan for a brighter and better future, talk about the actions you must take, and constantly reiterate the reasons why you will be successful. Create a vision statement that inspires and rallies your team and organization."



# SMART LEADER

**Leadership Builds Relationships**

**Relationships build real motivation.**

**Relationships are the foundation upon which winning teams and organizations are built,"**

# SMART LEADER

## Leadership Creates Purpose-Driven Goals

**Real employee motivation is driven by purpose and a desire to make a difference.**

**In fact, people are most energized when they are using their strengths for a purpose beyond themselves. When employees feel as though the work they do is playing an integral role in the overall success of the company and the world, they are motivated to work harder.”**

# Motivators

- It is what makes us want to come to work.
- Norms often established by industry, organization, or previous leaders.
- What motivates you may or may not motivate others?
- Motivators are highly personal; the leader must consider each team member individually.
- Divided into Extrinsic and Intrinsic motivators.



# Extrinsic Motivators

- **Money / Power**
  - Want to 'move up' in the organization or earn higher wages.
  - Ex: Salespeople, CEO's, Politicians
- **Recognition**
  - Often motivated most by acknowledgement of those in power.
  - Ex: Entertainment, Lawyers, Interns
- **Interpersonal Relationships**
  - Relationships with co-workers and a cooperative atmosphere are valued.
  - Ex: Religious Leaders, Social Workers



# Intrinsic Motivators

- **Autonomy / Interesting Work**
  - Prefer the excitement of new and innovative endeavors.
  - Ex: Architects, Engineers
- **Purpose**
  - Need to feel that their work is beneficial to the causes they care about.
  - Ex: Doctors, Teachers, Military
- **Mastery / Exploration**
  - Personal achievement, problem solving opportunities, and creative endeavors are sought.
  - Ex: Artists, Scientists

## 8.5 Summary and Conclusions.

# Summary and Conclusions:

- Motivation is something that moves the person to action.
- Motivation has three key element.
- Effective leaders inspire movements that exist only when people choose to move in the same direction.
- Benefits of a motivated workforce is very important to create healthy environment in organization.
- Motivational leadership theories.
- Leaders motivate and rewards his team for effective productivity.

## 8.6 Self Assessment.



# Self Assessment



- 1- How would you define the second level of needs in Maslow's hierarchy - safety needs?
- 2- How would you define Herzberg's 'motivators'?
- 3- Illustrate how Herzberg's ideas differ from those of Maslow.?
- 4- Explain what is meant by (a) equity theory?

# Self Assessment

## Read the article

<http://news.bbc.co.uk/1/hi/magazine/6246249.stm>

- **Question 1**
  - Identify three non-financial incentives that the companies mentioned in the article are using to try to motivate their employees.
- **Question 2**
  - Analyze the advantages and disadvantages of using non-financial incentives as the principal tool to raise levels of motivation.
- **Question 3**
  - Discuss, with reference to appropriate motivation theory, the extent to which happier employees are more motivated.



# Self Assessment



عرضت عليك الموصافات الخاصة بعدد من الافراد في مواقع العمل و طلب منك اختيار واحدة من الطرق الاتية، و ذلك لحفزهم على تحسين الاداء. اقرأ موصافات كل فرد، ثم اذكر الطريقة المناسبة، مع ذكر اسباب اختيارك لها:

## الطرق المتاحة:

1. خطة حوافز مالية
2. تهديد بالفصل
3. مزايا عينية (اثاث اضافي، و سكرتير...)
4. اثناء وظيفي
5. حريات في التصرف
6. زيادة في المرتب





### 1. الحالة الاولى: عبد الرحمن

- مندوب مبيعات لشركة ادوية كبرى.
- تتطلب وظيفته المرور على الاطباء للترويج لمنتجات الشركة.
- عمره 31 سنة، متزوج، و اب لطفل واحد.
- لديه مشروع بناء منزل لم يكتمل.

### 2. الحالة الثانية: ندى

- مشرفة تمرىض في مستشفى كبير.
- عمرها 28 سنة، متزوجة و ام لطفلين.
- تدرس في الوقت الحالي دبلوم دراسات عليا في التمريض.
- مشهود لها بالكفاءة العالية.
- تتطلع الى ان تحصل على وظيفة أفضل.

### 3. الحالة الثالثة: إسماعيل

- يعمل في واحدة من اكبر شركات الاغذية المحفوظة.
- عمره 53 سنة، و اب لثلاثة، احدهم متزوج و الباقيان بالجامعة.
- يعمل بالشركة منذ 9 سنوات.
- يحصل على المشاركة في الارباح من خلال نظام الحوافز.
- يعود كثيرا الى المدير عند اتخاذ القرار.

### 4. الحالة الرابعة: عبد الله

- موظف غير متفرغ بأحد مكاتب الاستشارات الإدارية.
- عمره 28 سنة و كان يعمل بالمكتب قبل ان ينتقل الى مدينة أخرى، ثم عاد الى المكتب بعد استقالته.
- موظف نشط بدرجة كبيرة.
- يدرس حالياً الماجستير في ادارة المشاريع.



## Resources:

- Leadership: Theory and Practice, 7th Edition
- Intrinsic Motivation at Work: 2nd Edition: What Really Drives Employee Engagement.
- © Pearson Education Limited 2015
- Project Team Leadership and Communication by [Samuel Malachowsky](#), 2018.

THANKS!