Chapter-4

Motivational tools for leadership
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Types of motivation

There are two types of motivation, Intrinsic and Extrinsic motivation. It's important to understand that we are not all the same; thus effectively motivating your employees requires that you gain an understanding of the different types of motivation. Such an understanding will enable you to better categorize your team members and apply the appropriate type of motivation. You will find each member different and each member's motivational needs will be varied as well. Some people respond best to intrinsic which means "from within" and will meet any obligation of an area of their passion. Quite the reverse, others will respond better to extrinsic motivation which, in their world, provides that difficult tasks can be dealt with provided there is a reward upon completion of that task. Become an expert in determining which type will work best with which team members.

Intrinsic Motivation

Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached to it.

Our deep-rooted desires have the highest motivational power. Below are some examples:
- **Acceptance:** We all need to feel that we, as well as our decisions, are accepted by our co-workers.
- **Curiosity:** We all have the desire to be in the know.
- **Honor:** We all need to respect the rules and to be ethical.
- **Independence:** We all need to feel we are unique.
- **Order:** We all need to be organized.
- **Power:** We all have the desire to be able to have influence.
- **Social contact:** We all need to have some social interactions.
- **Social Status:** We all have the desire to feel important.

### Extrinsic Motivation

Extrinsic motivation means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source. Note that even though the stimuli are coming from outside, the result of performing the task will still be rewarding for the individual performing the task.

Extrinsic motivation is external in nature. The most well-known and the most debated motivation is money. Below are some other examples:

- Employee of the month award
- Benefit package
- Bonuses
- Organized activities

### Extrinsic vs. Intrinsic Motivation: Which Is Best?

So, the primary difference between the two types of motivation is that extrinsic motivation arises from outside of the individual while intrinsic motivation arises from within.

Researchers have also found that the two type of motivation can differ in how effective they are at driving behavior.
Some studies have demonstrated that offering excessive external rewards for an already internally rewarding behavior can lead to a reduction in intrinsic motivation, a phenomenon known as the over justification effect. In one study, for example, children who were rewarded for playing with a toy they had already expressed interest in playing with became less interested in the item after being externally rewarded.

Extrinsic motivation can be beneficial in some situations, however:

- External rewards can induce interest and participation in something in which the individual had no initial interest.
  - Extrinsic rewards can be used to motivate people to acquire new skills or knowledge. Once these early skills have been learned, people may then become more intrinsically motivated to pursue the activity.
  - External rewards can also be a source of feedback, allowing people to know when their performance has achieved a standard deserving of reinforcement.

Extrinsic motivators should be avoided in situations where:

- The individual already finds the activity intrinsically rewarding
- Offering a reward might make a "play" activity seem more like "work"

While most people would suggest that intrinsic motivation is best, it is not always possible in each and every situation. In some cases, people simply have no internal desire to engage in an activity. Excessive rewards may be problematic, but when used appropriately, extrinsic motivators can be a useful tool. For example, extrinsic motivation can be used to get people to complete a work task or school assignment in which they have no internal interest.

Researchers have arrived at three primary conclusions with regards to extrinsic rewards and their influence on intrinsic motivation:

1. **Unexpected external rewards typically do not decrease intrinsic motivation.** For example, if you get a good grade on a test because you enjoy learning about the subject and the teacher decides to reward you with a gift card to your favorite pizza place, your underlying
motivation for learning about the subject will not be affected. However, this needs to be done with caution because people will sometimes come to expect such rewards.

2. **Praise can help increase internal motivation.** Researchers have found that offering positive praise and feedback when people do something better in comparison to others can improve intrinsic motivation.

3. **Intrinsic motivation will decrease, however, when external rewards are given for completing a particular task or only doing minimal work.** For example, if parents heap lavish praise on their child every time he completes a simple task, he will become less intrinsically motivated to perform that task in the future.

Extrinsic and intrinsic motivation can also play a significant role in learning settings. Some experts argue that the traditional emphasis on external rewards such as grades, report cards, and gold stars undermines any existing intrinsic motivation that students might have. Others suggest that these extrinsic motivators help students feel more competent in the classroom, thus enhancing intrinsic motivation.

**Types of motivational principles for leadership motivators**

**Introduction**

When in a leadership position, it is important to understand the factors of **motivation**. Motivation is based on factors such as an individual’s needs, desires, impulses, inner drives, or commitments that influence the reactions and attitudes of individuals. Simply put, for a Marine, motivation is commitment that is generally based on pride and unit integrity, and the firm adherence to the Marine Corps code of conduct.

As a leader, you must be personally committed to leadership values, such as honor, duty and loyalty, in order to properly motivate your Marines. You must realize that to influence an individual’s motivation, you must have an understanding of human nature. Human nature encompasses an individual’s values, beliefs, and basic needs.
Since the quality of leadership is judged by the behavior of the unit, successful leadership is displayed in a unit that is well organized, productive, and goal oriented. The application of the principles of motivation develops a satisfied individual that, in turn, develops a cohesive unit.

**Leadership Motivators**

Motivation means getting others to want to do what you know must be done. Since basic needs play an important role in motivation, you must understand that a person’s motivation depends on two things:

- The strength of those specific needs.
- The perception that taking a certain action will help satisfy those needs.

If the members of your unit have confidence in themselves, each other, the unit, in the cause, and their leader, they will be greatly motivated. Training them to have knowledge and skill will increase confidence and decrease the fear of “the unknown.” The unit will win as a cohesive, well-trained team and will also possess high levels of morale, courage, and the will to fight. The most powerful form of motivation is self-motivation; therefore; your goal as a leader should be to create self-motivation in your Marines. The primary influences of these individuals are their beliefs, values and character traits. They are people of moral principle, doing their duties, not for reward, but rather, to have the satisfaction of doing the right thing.

**Motivation Principles**

There are 14 practical principles that extend from this basic view of motivation. Each principle gives practical techniques for applying them.

**Principles**

1. Make the needs of the individuals in your unit coincide with unit tasks.

   As a leader, you should link the needs of the individuals with the interests and the needs of the unit as a whole.
This principle can be applied by recommending your Marines, who do their job well and stay out of trouble, for promotion when they have proven that they can handle the added responsibility.

2. Reward individual and team behavior that supports unit tasks.

A certificate, a badge, a letter, or a medal is an only small tangible object; yet they do a great deal psychologically. They all have strong motivating power. This approach is referred to as **positive reinforcement**. These rewards succeed in satisfying the individual’s social needs by showing that they are appreciated and needed by the leader and the unit. Once the higher needs are awakened by rewards, the motivation to keep working for more recognition will increase.

3. Counsel or punish individuals who behave in a way that is counter to unit tasks.

In Principle 2, the approach referred to is positive reinforcement. Principle 3 is the opposite. The motivation for an individual to accomplish their task is not from the promise of a reward, but from the fear of punishment. This approach should only be used to motivate those who do not respond to positive motivation. However, be certain that the task and the standard were clearly communicated prior to the infraction.

4. Set the example in all things.

If you follow regulations consistently, you are showing your Marines that you expect them to follow regulations and policies. If you show them how to act, you are teaching them proper conduct measures at the same time. You also strengthen your own degree of self-discipline.

5. Develop morale and **esprit de corps** in your unit.

Morale is defined as the mental, emotional, and spiritual state of an individual. Moral has a tremendous impact on motivation. As a leader, you must always be aware of how your actions and decisions affect morale. The state of morale in the unit is an important link to the effectiveness of unit leadership.
6. Give your Marines tough problems and challenge them to wrestle with them.

By providing some challenging tasks for your unit to solve, you will encourage the development of future leaders. Valuable ideas can arise from the process of problem solving, decision making, and planning.

7. Have your Marines participate in the planning of upcoming events.

Motivation is high when individuals are encouraged to participate in the planning of future events. Communication improves, and everyone sees the objective clearer. Clear understanding of the task and the plan combats unfounded rumors and fears that are based on lack of knowledge.

8. Alleviate causes of personal concern of your Marines so that they can concentrate on their jobs.

If someone in the unit is having a personal problem, the problem will break the concentration level needed in order to perform efficiently and effectively. Teach your team to handle their problems in a constructive manner. A balance of some kind must be formed, since problems, whether they are considered big or small, are a fact of every day life.

9. Ensure your Marines are properly cared for and have the tools they need to succeed.

Providing the unit with basic physical needs is important, but caring for them goes even further. By caring, you will prepare them for life by teaching them what you know. You want them to possess the right values, knowledge, character traits, and skills. These important tools are the key for your Marines to lead happy, productive lives.

10. Keep your Marines informed about tasks and standards.

Clear open communication is extremely important to the success of the unit tasks and encourages the unit to take the initiative in the absence of orders.

11. Use positive peer pressure to work for you and the unit.
Peer pressure can be a very powerful motivating force. Positive peer pressure based on professional norms and values can be healthy. When members of the team, who are performing well, exert positive peer pressure on the members who do not, the result can be all members of the team performing well.

12. Avoid using statistics as a primary method of evaluating units and motivating your Marines.

Statistics can be misleading. For example, a unit leader who expects 100% participation is unrealistic for it does not account for illness or conflicting responsibilities. Such expectations will not motivate individuals, but will discourage them.

13. Make the jobs of your Marines as challenging, exciting and as meaningful as possible.

As a person in a leadership position, you must encourage those under your command to believe that their creative thinking and competence are important to the success of the unit tasks. When individuals think they are important and the jobs that are assigned to them are important, then they will try to accomplish that assignment, even if it is unpleasant for them. They will feel more responsible, needed and motivated.

14. Do not tolerate any form of prejudicial talk or behavior in your unit.

Racial, sexual, and other prejudicial behavior is contrary to the principles on which this country was founded. A cadet who is on the receiving end of such prejudices will lose the motivation to serve the unit. This also means that the cohesion level of the unit will be affected and may deteriorate.

Positive and Coercive Tools

Developing and applying the proper mix of positive and coercive tools within the unit is one of the most difficult tasks faced by most leaders. They must decide when a specific situation requires the positive reinforcement approach, or the need for counseling, or punishment; and, when they need to apply a healthy combination of both. When in a leadership position, your
ability to use these tools appropriately and effectively will significantly affect cohesion, discipline, and efficiency of your unit.

Several guidelines are given below on how to determine when to use counseling or punishment:

- Warnings about inappropriate behavior or activity.
- Verbal or written reprimands.
- Non-judicial and judicial punishment.

The principles for positive reinforcement are:

- Establishing clear goals and standards.
- Listening, persuading, and rewarding
- Making jobs and tasks meaningful.
- Setting the example.

**Overusing Coercive Tools**

Leaders who overuse coercive tools will increase the possibility of rising resentment within the unit and will decrease the motivational level. Coercive tools depend upon fear. This means that people who are motivated by this approach will only apply themselves to accomplish the minimum standards of the task to avoid punishment. The leader must strive to find the appropriate time to use the coercive method of motivation.

**Properly Using Coercive Tools**

Leaders will be more successful with the use of coercive tools when reasonable, attainable standards are set and the consequences for not meeting the standards are communicated to the entire unit. Investigate why a certain standard was not met by considering if the communication process was incomplete or if the cause is intentional behavior. Also, ensure
that the individuals within the unit have the knowledge and skills necessary to accomplish the assigned task.

**Positive Tools: Teaching and Counseling**

Teaching and counseling are two leadership skills that have an indirect, but strong, long range impact on the motivational level of the unit. The unit’s character traits, values, skills, knowledge, and confidence will be affected when the leader counsels and teaches well. As a result, the *counterproductive* motivational forces will disappear.

**Conclusion**

The purpose of above paragraphs was to present practical techniques for increasing the motivational level of the unit. When in a leadership position, understanding and implementing the principles of motivation are the keys to successful task accomplishment. When applied properly, the fourteen principles can greatly increase the motivational level of a unit. Also, teaching and counseling play a vital role in gaining and maintaining the desired level of individual and unit motivation.

Teaching is creating the conditions that cause someone to learn and develop. This means coaching, rewarding, and counseling him or her. Learners must be motivated to learn, feel the need to learn, and they must remain involved and attentive in the learning process.

Counseling is talking with the individuals in a way that helps them to solve problems. It is helping them to create the conditions that will help to improve their behavior, character, or values. Counseling is a skill and above all requires sincerity, patience, and compassion.

**Motivation Theory and Leadership**

Anyone that's in a leadership role should understand how employees are motivated, and what they can do as a leader to keep them motivated. The word is often defined as “getting someone
moving." Theory breaks down these forces into both internal or intrinsic motivation, as well as external or extrinsic motivation.

Motivation Theory

When someone gets motivated, or tries to get someone else moving, they are developing the incentives or conditions they believe will help move a person to a desired behavior. Whether it's intrinsic or extrinsic, most individuals are moved by their beliefs, values, personal interests, and even fear.

Additional Resources

- Effective Leadership
- Ethical Leadership
- Leadership in Sports
- Presentation Skills

One of the more difficult challenges for a leader is to learn how to effectively motivate those working for them. This is difficult to master because what triggers this action can be so personal.

A misconception held by inexperienced leaders is the same factors that motivate one employee, or the leader themselves, will have the same effect on others too. In fact, nothing could be further from the truth.

Intrinsic or Self-Motivation

Fundamentally, all motivation comes from within. So the most common concepts involve self, internal, or intrinsic motivation. All of these terms are used interchangeably to describe the same forces that come from within a person.

While it is certainly recognized that external factors can influence behavior too, in this area, external factors play a secondary role. For external forces to be effective in motivating someone,
they must be in harmony with one of their intrinsic factors too. In fact, several theorists such as Combs (1982), or Purkey & Stanley (1991), maintain there is only a single kind of intrinsic motivation. This is described as engaging in activities that enhance or maintain a person's self-image or concept of oneself.

Other theorists such as Malone and Lepper (1987) define self motivation in broader and perhaps more useful terms. Malone and Lepper believe this is simply what people will do without external influence. Said another way, intrinsically-motivating activities are those in which people will partake in for no reward other than the enjoyment these activities bring them.

**Differences between Monetary and Non-Monetary Incentives by Jared Lewis, Demand Media**

Motivating employees can be challenging for any business owner or manager. In some industries, monetary rewards are enough to get the most out of employees, while in other industries, other types of incentives may be more effective. Differences between monetary and non-monetary incentives are simple to distinguish, in some respects, but their impacts on an employee's performance can be somewhat more difficult to measure.

**Types**

One of the primary differences between monetary and non-monetary incentives is in the type of reward they offer. As the name implies, a monetary incentive is a money-based reward given when an employee meets or exceeds expectations. Monetary incentives can include cash bonuses, stock options, profit-sharing and any other type of reward that increases an employee's compensation. Andrew Ballentine, Nora McKenzie, Allen Wysocki and Karl Kepner, at the University of Florida, contend that non-monetary awards tend to come with the promise of an opportunity. Opportunities can include time off from work, flexible work schedules or even positive changes in the work environment.
Purpose

The purpose of monetary and non-monetary incentives are similar. Only slight differences may exist between the two in what they are designed to accomplish. A monetary incentive is generally awarded for a job well done and is often something that the employee can strive for. These are usually offered in the form of some type of bonus. However, the purpose of a non-monetary incentive is to generally reward the employee after the fact of doing a good job. This may not always be the case for every type of non-monetary incentive, but these rewards are not generally something the employee works toward.

Effectiveness

Both monetary and non-monetary incentives can be effective in the workplace, but to varying degrees. Monetary incentives tend to be more effective when the employee is actually motivated by cold, hard cash or additional forms of payment that increase his total compensation. However, non-monetary incentives can be just as effective in motivating employee behavior. Citing Bob Nelson, the so-called "guru of thank you," Sherry Ryan indicates that one of the most important rewards that workers report receiving is simply praise and recognition from the people they work for. This is noted as being just as effective as any types of monetary incentives.

Problems

Another difference between monetary and non-monetary incentives are the potential problems associated with each. Both may prove to be effective motivators in certain contexts, but as Andrew Ballentine, Nora McKenzie, Allen Wysocki and Karl Kepner at the University of Florida note, the performance-based monetary award tends to encourage compliance rather than creativity and innovation. In other words, the employee acts in a way that allows him to receive the monetary award, rather than thinking outside the box. His motivation is to make the money and not necessarily to improve the company or gain additional praise from his employer.

Monetary and Non-Monetary Factors of Motivation!
The motivational factors that motivate a person to work and which can be used to enhance their performance can be classified into two categories—monetary factors and non-monetary factors.

**Monetary Factors:**

Monetary factors are extrinsic to work, such as the following:

1. **Salary or wages:**

   This is one of the most important motivational factors in an organization. Salaries and wages should be fixed reasonably and paid on time.

2. **Bonus:**

   Bonus is an extra payment over and above salary, and it acts as an incentive to perform better. It is linked to the profitability and productivity of the organization.

3. **Financial incentives:**

   The organization provides additional incentives to their employees such as medical allowance, travelling allowance, house rent allowance, hard duty allowance and children educational allowance.

4. **Promotion (monetary part):**

   Promotion is attached with increase in pay, and this motivates the employee to perform better.

5. **Profit sharing:**

   This is an arrangement by which organizations distribute compensation based on some established formula designed around the company’s profitability.
6. Stock option:

This is a system by which the employee receives shares on a preferential basis which results in financial benefits to the employees.

Non-monetary Factors:

Non-monetary factors are rewards intrinsic to work, such as the following:

1. Status:

An employee is motivated by better status and designation. Organizations should offer job titles that convey the importance of the position.

2. Appreciation and recognition:

Employees must be appreciated and reasonably compensated for all their achievements and contributions.

3. Work-life balance:

Employees should be in a position to balance the two important segments of their life—work and life. This balance makes them ensure the quality of work and life. A balanced employee is a motivated employee.

4. Delegation:

Delegation of authority promotes dedication and commitment among employees. Employees are satisfied that their employer has faith in them and this motivates them to perform better.

5. Working conditions:

Healthy working conditions such as proper ventilation, proper lighting and proper sanitation improve the work performance of employees.
6. **Job enrichment:**

This provides employees more challenging tasks and responsibilities. The job of the employee becomes more meaningful and satisfying.

7. **Job security:**

This promotes employee involvement and better performance. An employee should not be kept on a temporary basis for a long period.

Malone and Lepper have integrated a large amount of research into a summary of seven ways the leadership of organizations can design environments that are self-motivating.

**Challenges**

Individuals are motivated when they are working towards personally meaningful goals. Attainment of those goals must require activity that is increasingly difficult, but attainable. In other words, people like to be challenged, but they must feel their goals are achievable to stay motivated. This can be accomplished by:

- Establishing goals that are personally meaningful
- Making those goals possible
- Providing feedback on performance
- Aligning goals with the individual's self esteem

**Curiosity**

This concept talks about providing something in the individual's environment that arouses their curiosity. This can be accomplished by presenting the individual with something that connects their present knowledge or skills with a more desirable level - if the person were to engage in a
certain activity. To motivate someone through curiosity, the environment must stimulate their interest to learn more.

**Control**

Most people like to feel they are in control of their destiny. They want to feel in control of what happens to them. To stay motivated, individuals must understand the cause and effect relationship between an action they will take and the result. Leaders can use this information in the following ways:

- Making the cause and effect relationship clear by establishing a goal and its reward.
- Allowing individuals to believe the work they do makes a difference.
- Allowing individuals to choose what they want to learn, and how to go about learning it.

**Fantasy**

Another intrinsically motivating factor is fantasy. That is, individuals can use mental images of things and/or situations that are not actually present to motivate themselves. It's possible to foster this in others by helping individuals imagine themselves in situations believed to be motivating.

For example, if someone is highly inspired by the thought of being in control, then talk to them about a future point in time when they might be in charge of a large and important business operation.

**Competition**

Individuals can also be motivated by competition. That's because individuals gain a certain amount of satisfaction by comparing their performance to that of others. This type of
competition can occur naturally as well as artificially. When using competition to foster motivation, keep in mind the following:

- Competition is more appealing to some than others.
- Losing in a competition de-motivates more than winning motivates.
- Competitive spirits can sometimes reduce the likelihood of a coworker being helpful to competitors.

**Cooperation**

Cooperating with others can be very motivating. Most individuals feel quite satisfied when helping others achieve their goals. As was the case with competition, this can occur naturally or artificially. When using cooperation, keep in mind:

- Cooperation is more important to some individuals than others.
- Cooperation is a valuable skill that can be used in many different situations.
- Interpersonal skills are important for cooperation.

**Recognition**

Finally, individuals are oftentimes motivated through recognition. When their accomplishments are recognized by others, they feel encouraged. It's important for a leader to make sure that recognition is distinguished from competition. With recognition it's important to avoid comparing one worker's achievements to those of others, as might occur with a competition.

**Extrinsic or External Motivation**

As previously mentioned, extrinsic or external motivation is the term used to describe outside factors that stimulate someone's internal drive. The concept of externally motivating someone is not at odds with the fact this drive comes from within. The point here is that it is possible to provide others with situations, or an external environment, that fosters this feeling.
Employee Motivation

Some of the most effective ways for managers and leaders to motivate their staff includes recognition, providing positive performance feedback, and by challenging employees to learn new things. New managers often make the mistake of introducing de-motivating factors into the workplace such as punishment for mistakes, or frequent criticisms.

When followers feel they are being supported, and they have the ability to remain in control of their workplace, they stay motivated. Leaders can foster this feeling by allowing employees to take on added responsibility and accountability for making decisions.

It's important to keep in mind that motivation is individual, and the degree of success achieved through one single strategy will not be the most effective way to move all employees. The most effective way to determine what triggers this feeling in others is through carefully planned trial and error.

Figuring Out What Motivates Others

That being said, this article is going to finish up with some tips on how to determine what motivates others:

- Talk to employees about what they value. This will provide insights into which of the seven factors mentioned above might be high on their list.
- Test a factor on an employee. For example, if it seems that recognition might be effective, then try using that factor.
- Check in with employees about their feelings. It's always a good idea to get feedback from employees. Make sure their reaction to each factor is what's desired.
- Be on the lookout for signs of de-motivation. It's important to make sure something isn't being introduced into the work environment that is being counter-productive to the goal.

**Leadership Styles versus Motivation**

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Motivation Type</th>
<th>Motivation is Based on:</th>
<th>Personality Type</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited supervision</td>
<td>Self motivated</td>
<td></td>
<td>Leader of ideas or people.</td>
<td></td>
</tr>
<tr>
<td>Worker with decision</td>
<td>Team motivated</td>
<td>Inspired Creativity</td>
<td>Independent Achiever</td>
<td>High</td>
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<tr>
<td>making responsibility</td>
<td></td>
<td></td>
<td>Thrives on change</td>
<td></td>
</tr>
<tr>
<td>Mixed styles</td>
<td>Goal motivated</td>
<td>Opportunity</td>
<td>Personality type and efficiency depends on</td>
<td>Low</td>
</tr>
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<td></td>
<td>Reward motivated</td>
<td>Materialism</td>
<td>leader's skill and/or the work environment</td>
<td></td>
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<tr>
<td></td>
<td>Recognition motivated</td>
<td>Social status</td>
<td>he's created.</td>
<td></td>
</tr>
<tr>
<td>High level of supervision</td>
<td>Peer motivated</td>
<td>To be like others</td>
<td>Status quo</td>
<td>Low</td>
</tr>
<tr>
<td>Command-and-control</td>
<td>Authority motivated</td>
<td>Follows policy</td>
<td>Dependency</td>
<td></td>
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<tr>
<td></td>
<td>Threat, fear motivated</td>
<td>Reacts to force</td>
<td>Resist change</td>
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Leadership style influence level of motivation. However, throughout a lifetime, man’s motivation is influenced by changing ambitions and/or leadership style he works under or
socializes with. Command-and-control leadership drains off ambition while worker responsibility increases ambition.

- Self-motivated or visionaries will not accept authority controlled environments. They will find a way to escape if trapped.
- In a team-motivated environment, dependency types will become inspired and strive to be acceptable with independent thinking coworkers.
- Associates influence the level of individual motivation.

**Reaction to Change**

Command-and-control leadership is the primary style in our society. It is accepted because efficiency is created by repetitive action, teaching people to resist change. Once acquiring a skill, they do not want to learn another. The worker adapts to level three with an occasional trip to level two.

Worker responsibility is just the opposite, it motivates people to thrive on change by seeking challenges, finding ways to achieve goals. Level one is the leader of changing technology, finding ways to create efficiency. (Click on image)

**Reaction to Efficiency**
The efficiency of advancing technology is forcing change. It is up to the individual or business to decide which side of change they want to be on, the leading edge or trailing edge. The leading edge is exciting while the trailing edge is a drag. Playing catch-up drains motivation while leaders of change inspire motivation.

With today’s changing technology, an individual must be willing to abandoned old skills and learn new ones. The ability to adapt is achieved through self-development programs. Because level one thrives on change, they adapt to whatever methods gets things done with the least amount of effort. This brings us to work habits.

In level one, management and front line workers, together, are searching for ways to solve and prevent problems. Decisions are made on the front line where alternative methods are analyzed. Being able to prevent problems is a motivating force. In level three management makes all decision, as a result, management must find ways to solve all problems and find alternative methods. Front line employees may be aware conflicts, but they don’t have the authority to take action and have learned not to be concerned. Supervisors are only concerned with elements that management thinks are important.

Under command-and-control leadership, management considers the opinions or concerns of people on the front line to be trivial. As a result, management takes action only when problems become too big to ignore. If workers have conflicts with their supervisors, they will find ways to increase the magnitude of problems, creating a combative environment. A downward spiral of management implementing more control and workers resisting control develop. Under worker responsibility, management and workers unite to prevent or solve problems.
Team Motivated | Dependency of Authority | Abused Workers

Elementary problems are prevented or solved at the source. Getting the job done is the primary goal of management and workers.

Elementary problems are dealt with by management when large enough to be recognized. Getting the job done is when large enough to be recognized. Managers focus on worker control. Getting the job done is down the list. Workers goal is to find ways to do little as possible.

Command and Control Leadership - Problems are always out of control.

**Reaction to Learning Habits**

In level two, young workers are establishing work habits, developing attitudes and learning a professional skill. Out of training and on the job, motivation level will depend on the leadership style they work under. Under command-and-control leadership, ambitions will be associated
with maintaining the status quo. Under worker responsibility, ambitions will be associated with opportunity. They will continually expand their skills as the need or as opportunity arises.

**Reaction to Goals**

Self-motivated people are goal motivated. Once they conquer one goal, they establish another. Every goal is a learning process that requires all the elements in level one. Companies that attract and keep this type of person stay on the leading edge of technology. The CEO is a visionary in customer service and employee leadership. The employees' goals are the same as the CEO’s.

If the CEO desires control, then he will lead in such a way that trains subordinates to lead by control. As a result, the employees' goals are quitting time and payday.

**Reaction to Recognition**

Recognition is important; it builds positive self-esteem. By itself, its benefits are short lived. Long-term benefits are achieved when the employee feels the job could not have been done without them. This means they were faced with a challenge, which means, they had the responsibility and authority to take action. This environment is found in level one.

**Self Motivated Projects**

Self-motivated projects' is the ability to start and finish what one has started. Most people, working alone, do not finish what they start.

The ability to finish challenging projects is the secret to being a winner. First requirement is interest, then asking questions which inspires' the learning process. With information, a challenge is presented and a goal set. When action is taken, the barriers of persistence, risk, fear and failure become a challenge by itself.

Self-motivated projects are difficult because no one cares if they succeed, which is another barrier. This is why most people quit before they get a good start. People, who find ways to
overcome barriers and hang in there, are the winners. They develop skills and confidence, which are required steps to larger projects.

**Team Motivated Projects**

Everyone can be inspired to achievement in a team-motivated environment. With a common goal, team members support each other until success is achieved. In this environment, others do care and team members are needed for achieving the goal. For this reason, team motivation is extremely powerful. The exchange of ideas, information and testing the results, adds to the motivating force. As a result, each member seeks to be a leader of quality input. A Burning Desire, with a bigger than life vision, can Overcome All Barriers Level of personal achievement is based on the size of a personal vision. Super achievers have a vision that is bigger than life. Most people limit their goals to socially acceptable standards, not what they feel. Everyone has different talent, interest and learning methods. Goals must be in harmony with these attributes. Finding harmony is another barrier to overcome. When harmony is found and a burning desire established, success will be found no matter what your social surroundings or previous experience.

A burning desire is the foundation for productive motivation. You do not need to hear motivational speakers or have money to start. You already have the startup tool - creativity, just use it. Dreams stimulate creative thinking. Turning dreams into mini projects produces a burning desire, many successful mini projects is preparation for the bigger than life vision.

Every person, at some time, had a desire to be an achiever. For many, this ambition was destroyed. Under the right leadership, this latent desire can come back to life.

**Additional Information**

- Employees that Create Wealth for the Organization and Themselves
- Projects and The Self-Educated Man
- Tools of People Who Love to Learn
- Learning Without Instructors - Self-Education
For many, this page is their entry to this website. There are lots of exciting things happening here. On leadership, there are thought provoking statements at the Motivation Tool Chest home page. The home page of this section Motivation in the Workplace is loaded with useful leadership tips and concepts. The Table of Contents will give you a quick overview of material available. The goal, "helping you overcome barriers so you can live the lifestyle of your dreams."

**Elements of a Successful Motivation Program**

1. **General Principles of Motivating Employees**

   In a recent research study, personal congratulations by managers of employees who do a good job were ranked first from 67 potential incentives evaluated. Second was a personal note for good performance – written by the manager. Simple approaches provide some of the most effective strategies for motivating staff. Other fundamentals include:

   - **Know your staff.** Ask what they value and what motivates them.
   - **Give feedback.** Specific, on-the-spot praise is good! “Praise in public/criticize in private” demonstrates respect and achieves results.
   - **Partner with staff in achieving their goals.** Ask employees about their career goals and offer related assignments whenever possible.
   - **Educate employees** about the “business” of the department and the university. Such learning can be fulfilling for employees, and can make them more valuable assets.
   - **Keep employees informed and involved** with the big picture at the university and within the department. Seeing how his/her role serves the greater mission increases his/her feeling of connectedness at work.
   - **Use rewards that have mutual benefit**, such as skill training and professional development.
   - **Use monetary rewards sparingly**, and always in conjunction with feedback, personal recognition, etc.
2. Employee Involvement

Leaders can help employees broaden their perspective by regularly discussing strategic issues, and by supporting involvement in organizations, committees, and training programs such as the management development Program. With a broadened viewpoint, the employee better realizes how his/her job supports the mission and vision of the MNC. An employee’s feeling of “contributing to the whole” enhances his/her sense of belonging and satisfaction.

Times of economic constraint present leaders with financial challenges as well as an increased sensitivity to employee morale. Focusing motivation efforts on enhancing the employee’s sense of contribution and involvement can be an effective way to keep staff motivated.

3. Business Literacy

Business literacy is a popular concept in employee motivation research. Business Literacy is defined as employees “thinking like strategic business partners,” or in higher education, thinking like department heads. The company has an effective, business-literate workforce when:

- Employees understand the big picture of the company
- Employees become literate in the business of MNC’S.
- Employees receive direct feedback about their impact on customers and on the organizational mission
- Employees know key contact persons and work procedures on campus

Supervisors play the role of coach to develop business literacy among staff. The leader can create systems that enhance strategic thinking. Coaching can include financial know-how, political awareness (campus and state level), shared decision-making, etc.

4. Vision and Values
When employees are involved in developing operational strategies to carry out the vision and values of their work unit, a new level of engagement is achieved. Participating in a group process toward this end can be highly motivating, and it lends itself to strengthened teamwork. Such a process allows individuals to link their own values and work to the strategic vision of the unit. When the supervisor follows up this process with ongoing opportunities for participation, it can prove to be a new source of stimulation for the staff member. Vision and values initiatives can also energize a de-motivated work group. It is the role of the leader to create a strategic vision that guides employees in their work. Creating a shared vision takes time, and managers on campus may feel this is the last thing they have time to pursue. But it is an opportunity for all supervisors and managers to rise to the call for leadership. This proactive approach is the long-term key to success. While this offers challenges, it promotes new involvement, enthusiasm, and productivity on the part of staff. When the leader engages everyone in the enterprise, and generates a shared vision, employees are inspired to do the best they can do.

The Department of Organizational & Employee Development offers departments a Vision, Mission, and Values Facilitation.

5. Work-life Initiatives

Offering work-life related perks and benefits is another strategy to increase employee productivity and morale. (A New Means to Improve Productivity, Profitability, and Employee Morale, R. Harrington. OnlineMag)

• At Johnson & Johnson, employees who used flexible work options and family leave policies averaged 50% less absenteeism than among the workforce as a whole.
• A survey of nine employers in the Smart Valley Initiative in California found telecommuters to be 25% more productive on the days they worked at home and 20% more productive overall.
• A Xerox customer service center turned decisions about work schedules over to employees. Employee work teams now control the scheduling, resulting in improved morale, better customer service, and a 30% reduction in absenteeism.
Practices to Inspire Motivation in Your Work Unit

1. Say “Thank You”

Nothing can beat receiving personal thanks when an employee has put in extra effort on a project or achieved a goal that you mutually set. Immediate, specific acknowledgement (“Thanks for staying late to finish those calculations I needed. They were critical for my meeting this morning.”) Lets the employee know what he/she did and why his/her effort was of value. This could be followed up by acknowledging the employee at a departmental or work unit staff meeting. Make sure to be deliberate in acknowledging your employees, which you can do by setting aside time in your day or week for saying “thank you.”

2. Get to Know Employees

Take the time to meet with and listen to employees. One incentive or approach may not work with all, so it’s important to ask staff what motivates them. Don’t be afraid to ask direct questions, like “What motivates you to stay here?” “What would lure you away?” and “What kinds of incentives would be meaningful to you?” Such questions give you insight into the employee’s values, which you can use in designing incentive programs that work. Using the Motivation Survey to stimulate dialogue with the employee can also accomplish this goal.

3. Developing an Alternate Work Schedule for Your Unit

Alternate work schedules (flex schedules) provide a powerful tool for management that can be used to fulfill business needs, accommodate a changing workforce, assist with recruitment and retention, and help employees achieve a better work-life balance. Flex schedules require a high level of consideration in view of the operational needs of the university. Developing a flex schedule requires the support of the appointing authority, and the program must take into account overtime regulations to ensure compliance with
the Fair Labor Standards Act (FLSA). A flex schedule may be available to some or all employees, depending on the needs of the work unit.

4. **Upward Feedback**

Upward feedback allows employees the opportunity to provide constructive input about business practices in your work unit. This process can help build trust with staff, especially if their suggestions are implemented to make improvements within the department. Upward “evaluations” can help supervisors assess areas for improvement.

- An example of making this possible is to “Shadow a Manager” or “Shadow an Employee” and learn about the work carried out in other areas/departments within a unit.

This process can produce excellent results, but can be challenging. It should be conducted with the support of professional assistance.

5. **LSI and OCI Organizational Inventories**

The Life Styles Inventory™ (LSI) and Organizational Culture Inventory™ (OCI) are tools available through Organizational and Employee Development. The LSI assists individuals in identifying and understanding their thinking patterns and self-concepts. Using this information, they can improve the effectiveness of their behavior. The OCI analyzes thought and behavior patterns associated with an organization or social unit, measuring 12 different cultural styles. The OCI analysis includes an overview of what cultural styles are most effective, based on the organization’s purpose.

6. **Nominate Staff**

Recognizing employees for one specific achievement or for ongoing contributions is an excellent way to let them know they are valued. When you nominate employees for
Company, branch, or state-wise awards, it brings recognition to the individual and the department. Whether or not the employee “wins” the award, they know that you recognize and value their contribution.

7. **Create Your Own Departmental Awards Program**

Involving staff in creating departmental awards is a great opportunity to engage them in defining “what makes a good employee.” By creating awards that relate to the mission of your area, you increase awareness and motivation among staff.

8. **Encourage Staff Participation**

Becoming involved in committees, organizations, and events is a key way for staff to become more knowledgeable about the company. By supporting and encouraging involvement, you are helping employees create a sense of connection that extends across departmental boundaries.

9. **Creative Recognition Ideas**

Even with practices in place to develop intrinsic motivation among staff, sometimes you need quick ideas to reward employees in the moment. Employees feel more valued when incentives and feedback are given throughout the year. Here are some ideas for no-cost and low-cost ways to motivate staff.

**No-Cost Ideas**

- Thank or congratulate the employee in person or in writing
- Write a letter to the employee’s family telling them about his/her accomplishments and what it means to you and the department
- Nominate the employee to serve on a committee or special project
Great Tools to Get You Started!

1. Developing a Departmental Recognition Program: Steps

Getting Started:

a. Use the Developing a Recognition Program guide to find out the requirements and the available resources for developing a recognition program.
b. Contact Employment Services.
c. Seek support and commitment from your appointing authority.
d. Use input from employees to develop your program. Create a staff committee for this purpose, or ask for input in other ways.
e. Incorporate your departmental mission and values, to determine what accomplishments and behaviors should be rewarded.
f. Use the Motivation Survey to determine what incentives are valued by staff.
g. Review the Administrative Policy Statement (APS) on Propriety of Expenses and the Procurement Service Center (PSC) Procedural Statement: Recognition and Training. All recognition and training activities should be judged against the Tests of Propriety and are subject to the PSC Procedural Statement Sensitive Expenses.

Review and approval of formal recognition programs is the responsibility of Human Resources and the appropriate Officer. Departments must submit a draft program to HR/Employment Services prior to distributing a document for signatures. HR review and approval provides reasonable assurance that the program complies with PSC rules and requirements.

Keep in mind that prior to spending University funds for awards, rewards, or prizes, a recognition program must be in place and approved by HR and your Vice Chancellor. Be sure to develop a program before handing out any awards.

2. Elements of a Successful Recognition Program:
a. A statement of the departmental mission and values.

b. A statement of the purpose of the recognition program.

c. A description of the specific programs and practices your department has decided to implement to enhance motivation which include:

- A description of who is eligible to receive the award (must be more than 1 eligible person).
- Clear description of the recognition award criteria (of the behavior or accomplishment being recognized).
- An explanation of the method used to select the winner of the award.
- A description of the award itself, including the award limit or ranges as well as the total aggregate of all awards in a given year.
- And the time line for which the program will be in place, either continually or for a defined period.

3. Motivation Survey: How to Find Out What Employees Want

The staff in Human Resources developed a Motivation Survey that can be used to identify what employees in your area value most. The survey includes open-ended questions about the employee’s goals and interests, as well as a check-list in which the employee rank-orders those motivators that have the greatest value to him/her. This information can be used to better understand employees and to identify effective incentives for individuals. Ideally, supervisors might use a completed survey to initiate dialogue with individual employees, in order to deepen communication and set goals.

4. Motivation Ideas to Enhance the Work Environment

The following practices assist in creating a work culture that enhances employee motivation:

- Create a work environment that is open, trusting and fun
- Encourage new ideas, initiative and creativity
• Involve staff in decisions that affect them, and provide opportunities for feedback
• Give employees reasonable control of their work processes and environment - empower them!
• Continually praise your best employees and deal with low or marginal performers individually.
• Help individual employees link personal goals with organizational goals
• Provide new and interesting work assignments when possible
• Hold “rap sessions” with staff to find out their views and ideas
• Accommodate personal needs and problems when possible
• Create a flexible work schedule that meets the business needs of your unit
• Ensure a safe work environment
• Write your department’s biggest challenge on a piece of poster board in a common area. Invite staff to write solutions on the sheet and review in one week
• Provide immediate feedback
• Help employees prioritize and organize their work.
• To make new employees feel welcome, develop a formal welcome program.
• Determine what employees are motivated by (this is where the motivation survey helps).
• Consider implementing creative compensation for excellent employees (i.e. paid parking for a certain number of months, flexible work hours, etc.)

Type the following phrases into Google “Motivating Employees”, “Employee Recognition”, “Inspiring Employees”, “Employee Appreciation”, and “Employee Engagement” you will find a variety of additional information about this topic.

**Practices to Build Motivation for Individuals**

1. **Motivating with Performance Management**
Supervisors should work individually with each of their employees to find out what motivates them and develop a plan towards implementing those motivations. By allowing the employee to describe their own personal goals and incentives the supervisor has the opportunity to tie them to performance and supervisor’s expectation of a successful employee.

Engaging employees in the Performance Management process can be an effective motivational tool. The Performance Management Program was designed to be a working document that allows for appropriate collaboration between the employee and supervisor in developing goals and encouraging communication and dialogue during the coaching and evaluation aspects of the process. While collaboration is not a required element of developing a performance plan, allowing an employee to develop or have input on one or more of their goals can send a strong message to the employee that their supervisor is supportive of their professional growth and development and genuinely interested in their success. Employees who are engaged in the process of developing their own goals often challenge and hold themselves accountable to attain greater success, sometimes even more than a supervisor would when unilaterally developing a plan. Allowing input on and incorporating goals that encourage employees to develop professionally in areas for which they are most interested or passionate is one of the best ways to attract, develop, motivate and retain outstanding employees. This can be accomplished through incorporating goals in a performance plan that will expand their knowledge of current job duties or encourage them to develop new skills, often through training and the application of that training in the workplace.

2. **Create a Successful Business Literacy Training Program**

- Share critical numbers and reports that reflect your department’s progress toward goals and objectives and reflect the impact of individuals. Discuss this information with staff.
• Review the mission and vision. This provides everyone with a sense of where they belong, where they are going, and how they are going to get there. It is a critical element in ensuring everyone feels a part of the organization.
• Communicate frequently. Share information being discussed at higher levels of your organization and other places on campus.
• Discuss how decisions at the state and university levels impact your area.
• Encourage professional development and participation in training opportunities. (Please visit the Human Resources website for a list of courses and seminars offered by Organizational and Employee Development. Provide immediate feedback about staff performance. Let the positive outweigh the negative, but communicate frankly about both.
• Involve Organizational and Employee Development or Human Resources as a strategic partner in your planning.

3. Department Mentoring Program

Mentoring programs provide effective succession planning strategies that benefit an organization in many ways. Mentoring programs can be valuable tools in recruitment, retention, knowledge transfer, and work force development. Mentoring can also contribute to the promotion of diversity in an organization. Mentoring involves a mentor and mentee working together to help develop the mentee’s knowledge, skills, and abilities in a particular area. The mentor’s role is to serve as a teacher, coach, and advisor, and offer their insight and experience.

Employment mentoring programs are most successful when the purpose and process for the program are clearly defined. Some examples of a mentor program’s purpose include: assisting the department with succession planning activities; providing learning opportunities for new and newly promoted employees, increasing retention of valuable
employees, improving representation of underrepresented employees in management positions, and enhancing morale and productivity.

Some tips and best practices from organizations with mentor programs include the following:

- Involve employees in the design of the program as this allows for program clarity and buy-in. Additionally, setting up a pilot program may help to develop a working model and refine guidelines and requirements.
- Successful mentoring programs require support from upper administration in order to sustain themselves. For example, have top leadership involved in the program through their participation and through other forums.
- Make the program transparent and available to all employees.
- Set a specific duration for the mentor relationship with a beginning and end date (it is fine if the mentor relationship naturally extends beyond this time).
- Offer guidelines or a training/meeting for mentors and mentees in order to provide guidelines and tips that might be helpful.
- Flexibility is key – provide mentors and mentees with the ability to reevaluate the program and their own progress—keep the process simple and informal.
- Encourage mentors and mentees to avoid work conflicts by infusing mentoring into one’s existing work i.e. via job shadowing, special assignments, teleconferencing, field trips, reading, “homework”, and “problem area” chats as mentoring tools.
- Involve supervisors by letting them know about the program, inviting them to orientations, and encouraging mentees to share their mentoring progress.
- Recognize mentors and mentees services via an award or gathering once per year.

4. Course Offerings by Organizational and Employee Development

Many development opportunities for staff exist right here on campus. Organizational and Employee Development (OED) offers a variety of multi-day courses ranging from basic computer skills to fundamentals of supervision at no cost to employees or departments. For those unable to attend a multi-day format, shorter skills-development workshops are
presented by knowledgeable campus staff and are generally two to four hours in length. These workshops cover such topics as Customer Service, Emotional Intelligence, Time Management, and Communication.

5. Interest Testing

Counseling and Psychological Services offers interest testing, including:

- **Myers-Briggs Type Indicator (MBTI)**
  Assesses an individual’s preferred ways of taking in information and making decisions, based on Jung’s theories of personality type.

- **Strong Interest Inventory (SII)**
  Compares an individual’s interests with those of people who like their occupations, based on the Holland Occupational Codes.

As a leader, be aware of whether your employees are satisfied in their work and that you are deliberate in having this type conversation with them. Never assume. Employees will smile to save their jobs even if they aren’t content. Assure your employees happiness shines and allow the previous eight motivational factors to influence the process organically.

Three vital motivational tools that work effectively in most situations are reassuring, challenging and empathizing. When leaders apply these motivational tools they have better success in improving employee performance, stimulating workplace creativity and reducing individual anxiety. In order to offer greater tangible benefits to employees and have them produce effective outcomes leaders can motivate by reassuring, challenging and empathizing. These motivational techniques make individuals feel better about their personal worth, challenge them to participate fully, and align tasks and goals with individual needs and desires. Building techniques around these include:

**Motivational Reassuring**
This motivational technique is effective for helping employees cope with workplace stress and challenges. The key is to motivate by using specific positive actions and verbal support.

- Leaders focus on motivating by “cheerleading” employees onward in a supportive role. The main goal is to build commitment through influencing them to participate fully. This reduces worry and stress that they will not be able to perform properly or to the leader’s expectations. This is accomplished in part through suggesting ways to make tasks and assignments easier and offering shortcuts to eliminate frustrations.

- Leaders find a good motivational technique is to let employees know that a certain amount of stress is beneficial because it helps optimize productivity. With that in mind, they disclose all details of what is going to happen to each person involved in a task, project or outcome as much as is predictable. Encouraging employees in their efforts as they move one small step at a time is essential. Positive statements about small successful accomplishments work well to overcome personal insecurity.

- Another good motivational technique is to help employees recharge physically and emotionally. This can be accomplished by easing up on their workload occasionally, or by offering “perks” when and where a leader feels it is appropriate. The idea is to move the individual’s energy level away from work so renewed bursts of energy can take place.

**Motivational Challenging**

Motivational challenging works effectively to reduce complacency. Challenging allows employees to be less focused on their own personal wants and problems and more focused on the priorities of the workplace. Motivational techniques need to be focused on the following:

- Overcoming an employee’s insecurity level in a positive manner is a challenge for many leaders. This can best be accomplished by creating both positive and negative outcomes directly related to individual performance. Leaders find linking performance targets to bonuses or to other intrinsic rewards works well.

- Effective leaders know that challenging employees sometimes requires motivating by applying “tough love.” They motivate by not allowing themselves to shelter the people
under their direction from reality. One technique to keep employees motivated is to engineer a crisis by allowing employee apathy to lead to a fall, rather than protecting them from negative consequences. Experience can become one of the most powerful motivators.

- One powerful motivator to challenge employees and get them more involved is through the sharing of information on situations, new procedures and changes that are occurring in the workplace. Leaders understand not sharing important information regarding decisions and changes hinders employees and forces them to function in a negative, reactive state. A leader’s goal is to maintain a proactive workplace climate.

Motivational Empathy

This technique is based upon listening to an employee’s side of an issue, sharing viewpoints, and providing positive interaction. Leaders must first understand how employees feel. Motivational empathy techniques are effective to build commitment. Leaders align goals and objectives with specific needs and concerns.

- Leaders must win the confidence and trust of the people under them. In order to motivate, leaders need to fully understand their employees. This involves gaining an understanding of their perspectives on problems, fears, beliefs and workplace situations. Leaders can then develop strategies to motivate in a positive way to overcome resistance, which then develops a feeling of trust and security within their followers.

- Listening is a very effective way to motivate. Not disputing views or perceptions builds higher levels of encouragement. There are times when leading people means walking or working alongside them while saying nothing. Listening allows time to observe and develop strategies to help increase confidence and productivity. To motivate effectively, it is important not to overwhelm employees with a leader’s personal power, control and confidence. Listening does this.

- Sharing quality time with employees is essential to motivate effectively. This includes personal interaction time in order to discuss and share feelings that are important to the employee. Leaders also find it motivational to share their personal feelings. Taking quality
time to exhibit kindness, openness, compassion and genuine concern holds more power to motivate than many other techniques combined.

Conclusion

From the above research study it is concluded that it is possible to motivate employees to perform better when using the motivational tools or factors properly in an organization and that is a significant task of Leaders. It seems that there is a strong connection between the performance, motivation and satisfaction of an employee; if satisfaction achieved the employee becomes motivated to perform well. High performance can be achieved when organization certainly focuses the basic motivators both intrinsic and extrinsic and leaders can be motivated to perform well. It is also concluded that intrinsic factors can add greater level of motivation than extrinsic factors. Some researchers even argue that only extrinsic factor does not lead to increase performance without intrinsic factor. Research shows that intrinsically motivated employees perform more, but the organization needs to focus high on employees: skill diversity, task identity, task importance, independence and response. For the extrinsically motivated employees the organization needs to focus more on salary, commitment and job security. Though, it must be argued that this relationship is not endless. Motivation plays vital role as it is related with the physiological and psychological needs of an leader that urges to perform.