Course Learning Outcomes for Unit III

Upon completion of this unit, students should be able to:

4. Interpret motivation and leadership theories to solve human resource problems.
   4.1 Correlate motivational theories to real-world scenarios.

8. Assess the utility of organizational and human behavior theories as tools to improve leadership and management in public and nonprofit organizations.
   8.1 Summarize appropriate leadership strategies.
   8.2 Consider how not being mindful of appropriate leadership strategies can be harmful to organizations.
   8.3 Apply effective leadership strategies in addressing employee concerns and applying appropriate motivational practices.

Course/Unit Learning Outcomes	Learning Activity
4.1	Unit Lesson Chapter 6, pp. 161-183 Chapter 7, pp. 198-220 Video: *Kennedy's Inaugural Address, 1961* Unit III Case Study
8.1	Unit Lesson Chapter 6, pp. 161-183 Chapter 7, pp. 198-220 Unit III Case Study
8.2	Unit Lesson Chapter 6, pp. 161-183 Chapter 7, pp. 198-220 Unit III Case Study
8.3	Unit III Case Study

Required Unit Resources

Chapter 6: Motivation and Engagement, pp. 161-183 (stopping at Engagement and Trust))

Chapter 7: Leadership in Public Organizations, pp. 198-220 (stopping at Leadership and Diversity)

In order to access the following resource, click the link below.

British Pathe (Producer). *Kennedy's inaugural address, 1961* [Video]. Films on Demand.
   https://libraryresources.columbiasouthern.edu/login?auth=CAS&url=https://fod.infobase.com/PortalPl
   aylists.aspx?wID=273866&xtid=46466

The transcript for this video can be found by clicking on "Transcript" in the gray bar to the right of the video in the Films on Demand database.

Unit Lesson

Motivation is important both for personal success as well as for organizational success and is of utmost importance in the public sector since it can result in the achievement of objectives related to advancing public interests. Discovering methods of motivating public sector employees, however, has been notoriously difficult with motivations between public and private sector workers differing in a number of ways (Denhardt et al., 2016).

According to Denhardt et al. (2016), motivation is what causes people to behave how they do or, more specifically, is "a state of mind, desire, energy, or interest that translates into action" (p. 153). Because of the effects that motivation can have on performance, it is of utmost importance that managers are aware of best practices involved with motivating employees. Think about scenarios where you have been extremely motivated and those where you lacked any degree of motivation. Now, think about how positive or negative motivating forces affected your motivation levels and ultimately influenced your performance.

Although a different concept entirely, motivation is closely linked with job satisfaction because satisfied individuals will generally be more motivated to accomplish tasks. There are a number of different theories associated with motivation including need theories, expectancy theories, goal theories, and equity theories.

When you read about these theories in your textbook or find yourself in discussion with others about them, remember to think about the following questions:

- Have your needs changed in the different stages of your life?
- Did your levels of motivation associated with these needs change during different stages of your life?
- How much more motivated are you to perform a particular task when you really want a particular outcome or reward?
- When you have a clear goal in mind, do you find yourself more committed to a particular task or engagement?
- Do you find yourself more motivated to right unfavorable policies directed toward you or certain other work groups?

Since behavior is learned, it is often shaped by manipulating rewards and punishments. As we know, people are motivated by different combinations of rewards and punishments, and one-size-fits-all approaches generally do not apply well throughout organizations. For example, performance pay is a popular motivating tactic; however, it has been found to be less effective at motivating public sector managers than those in the private sector (Brewer & Walker, 2012; Moon 1990). This seems to be the direct opposite to the initiatives that Perry and Wise (1990) allude to where managers have been given more discretion of allocating extrinsic rewards to public sector employees. Additionally, the degree to which workers are involved or are able to participate in different work activities can lead to changes in motivation, often linking more participatory environments with more entrenched feelings of motivation. As a student and possibly as a practitioner of public administration, do you find yourself less motivated by extrinsic rewards than some of your friends? The life stage, both in regard to actual age as well as to time in the workforce, also has different effects on motivation. These considerations are important for discerning the extent to which the organization is important to the employee and how the life stage can affect motivation and morale (Schott, 1986). It is also important to consider generational disparities as they relate to these life cycles as an employee in the early stages today may have different priorities than an employee in the same stage during the 1960s. Think of the young gun or the wise old man at the office. In what ways do your motivations differ from theirs?

When discussing public service motivation specifically, it is important to consider that there are distinct motivating factors believed to influence interest in public sector work. Vandenabeele (2007) has constructed a framework based off a number of existing theories on public sector motivation to define public sector motivation as being inclusive of beliefs and values that go beyond personal interest and even organizational interest while inducing motivation to enact a specifically targeted action. Common motivating factors are based on normative considerations and are often associated with concepts of loyalty, duty, or citizenship (Denhardt et al., 2016). It can be unclear whether these motivations are the result of public sector employment or whether they drive people to seek out employment in the public sector. Additionally, due to the intrinsic motivations that public servants possess, when emphasis goes away from working to further the public interest or to serve the public in an appropriate capacity, motivation has the potential to plummet (Denhardt et al., 2016). Have you ever been interested in studying public administration or public service?

On the other hand, has the study of these topics led you to be more concerned and attuned to concepts such as loyalty and citizenship?

Steel and Konig (2006) have attempted to bring a number of prevailing motivation theories together into a single overarching motivation theory known as temporal motivation theory (TMT). This theory not only attempts to combine a number of different motivation theories but also looks to acknowledge that people are motivated by different things. One of the most important themes of TMT is the differing sensitivities that people have to time and its effects on their actions and motivations in different circumstances. Another perspective on motivation attempts to find out the effects of energy on motivation. Cross et al. (2003) classify people as either energizers or de-energizers. People in organizations want to be around energizers due to the motivating energy that is associated with these people. You have probably experienced this phenomenon at some point in either your personal or professional endeavors or both. How often have you gravitated toward a teammate, coworker, supervisor, or political candidate because of the motivating energy that you associated with them and how being around this energy made you feel?

Denhardt et al. (2016) draw attention to the importance of trust and engagement as these concepts relate to motivation, linking the rational and emotional attachments that people have with their work—their employee engagement—to levels of financial performance and higher employee retention when motivation is high. In increasing this engagement and general motivation, Denhardt et al. (2016) suggest a few different tactics, including to increase the involvement of those within the organization and to increase trust by showing degrees of compassion, and leaders and managers should attempt to be as transparent as possible with decision-making processes. If you are a leader, can you think of times when being transparent and open to employee input has resulted in a more motivated workforce?

Leadership is a term that is widely circulated, but, in many cases, is not clearly understood. As society continues to modernize, there have been increasingly fewer efforts to maintain traditional hierarchical structures. With an environment that is increasingly diverse and constantly in a state of turbulence, organizations need to be more flexible and adaptable (Denhardt et al., 2016). Having an understanding of previous policies and approaches to leadership is of utmost importance in approaching modern leadership challenges and perspectives, even if these models are outdated in a number of ways. As more people become interested in participating in the decisions that will be affecting them and as leadership becomes idealized as more of a process than as a hierarchy, the concept of shared leadership that is transparent and often is concerned with doing the right things will become the more established leadership policy or approach. What is a leader, and what does leadership mean to you?

The concept of leadership is changing, and although the most current technical definitions of leadership are somewhat ambiguous and encompass a multitude of interpretations of the concept, throughout the history of leadership studies, there has been a focus on those in formal leadership positions and how these people used their authority to direct others (Denhardt et al., 2016).

According to Denhardt et al. (2016), in modern times, more contemporary approaches have gained prominence when exploring leadership approaches. Let's take a look at each of these from a Hollywood perspective.

From Traits to Skills to Strategies

This approach updates original thoughts by emphasizing leadership traits and adds various leadership strategies. Some of the more common traits are intelligence, self-understanding, self-confidence, and high energy. Some common success strategies are being willing to challenge existing processes, enabling others to act, setting a model behavior, and encouraging the heart (Denhardt et al., 2016). When looking at this leadership approach, think about Aragon Elessar from *Lord of the Rings.* He enables others to act by setting model behavior such as bravery, intelligence, and timely encouragement.

The Transformational Approach

This approach is unique in accepting that leadership involves giving and taking both by leaders as well as by subordinates. The mutual exchanges result in leaders and followers raising each other up to attain higher levels of motivation and general morality (Burns, 1978). Transformational leadership can evolve into moral leadership if leaders are able to raise the moral aspirations and standards. Transformation leaders employ one or multiple strategies including idealized influence, inspirational motivation, intellectual stimulation, and

individualized consideration. Think about Gerry Bertier from *Remember the Titans*, the no-nonsense leader who, nevertheless, had to cede some of his ingrained principles when interacting with a different and unfamiliar group of subordinate teammates. Additionally, he made efforts to connect with individuals in the same manner; his new teammates had to adapt to his leadership style, resulting in positive moral leadership that spanned far beyond his season of leadership.

Values-Based Leadership

The leader's capacity for honesty, spirit, and integrity are more important than the organization's bottom line with primary responsibilities being service to others (Greenleaf, 1998; Greenleaf, 2002). It emphasizes careful listening and empathy on the part of leaders, while also engaging in introspection practices before attempting to influence or change others (Quinn, 1996). As odd as it may sound, think about Jerry Maguire from the movie *Jerry Maguire* and his crusade to challenge his industry's efficacy. He sacrificed his personal aspirations, albeit in a somewhat hasty manner, in order to serve his clients with a greater degree of integrity, setting an example for others in his industry.

Shared/Collaborative Leadership

This approach is structured in a way that power is wielded in a unilateral manner; power and influence involve a number of individuals and groups as they work toward achieving organizational goals (Pearce & Conger, 2003). Leadership responsibilities are broadly distributed amongst group members (Bennis & Townsend, 2005). Pick any recent Marvel super team movie to get an idea of how this approach functions in an effective and practical manner or as practical as the universe Stan Lee created will allow.

Positive Leadership

This approach is concerned with facilitating excellent performance and facilitating the best possible human conditions and elevating individuals and organizations (Denhardt et al., 2016). Its focus is on strength and opportunities as opposed to weaknesses or threats. Staying within the Marvel Universe, Professor Charles Xavier from the movie *X-Men* focuses on his team members' unique skills and powers in collective ventures. This focus is effective in raising morale and inspiring strengthened individual and collective performance as opposed to focusing on the associated downsides of each individual's condition or ability.

Leadership and Emotions

This approach centers on the idea that there is a linkage between possessing personal and emotional intelligence, understanding others, acting tactfully, and having the ability to lead more effectively (Goleman, 1995). These traits enable leaders and subordinates to be on the same wavelength and to get in sync with each other. Also, it likens leadership to an art form in which leaders are being fully integrated in the performance that their units are taking part in (Denhardt & Denhardt, 2000). The final movie character example is Shane Falco from *The Replacements*. Although he was an unusual quarterback dealing with a nontraditional football team, he was able to connect with his diverse supporting cast, act in sync with them both on and off the field, and empowered them to be champions.

Conclusion

Like many of the other theories discussed thus far, leadership tactics and approaches should not be assumed to possess the one-size-fits-all application. Because of this reality and the increasingly globalized world, leaders must be cognizant of the priorities and preferences of other cultures. These differences are often concerned with how subordinates are likely to respond to leadership initiatives as well as the perceived equality of workers within a hierarchy (Triandis, 1995). House et al. (2005) also found that there are certain leadership traits that are desired in every culture, including charismatic or value-based leadership and being participative, team-oriented, autonomous, and self-protective. Thinking about diverse groups that you have either worked with or have been in charge of in the past, what are some personal leadership tenets that you employed regardless of group composition, and what are some tenets that you catered to different groups? Did you have any particular rationale for making these changes or maintaining a particular style? In addition to being mindful and respectful of cultural differences, generational differences have been likened to these types of disparities between groups within organizations. Understanding the different priorities and outlooks

that different generations possess and managing them in a comprehensive manner are important considerations for organizational leaders.

Leaders possess certain ethical responsibilities that others within organizations often either do not possess or explicitly look to leaders to fulfill. This can be in the form of a calming presence that leads the organization through periods of change that, in many cases, involves breaks from established practices (Palmer, 2002). Moral leadership can only occur when the values of leaders and followers are both represented with followers being open to free expression and their views fully being entertained by leaders. Unfortunately, universal moral codes and principles do not exist to dictate how every situation should be addressed, and ethical blunders often occur—at least in the initial stages—in an unwitting manner. By maintaining a moral imagination or one that promotes ethical awareness and appropriate processes, leaders can better evaluate differing points of view and can properly develop a sense of moral reasoning (Denhardt et al., 2016). Consider historic examples of successful leaders who possessed many desirable leadership traits but did not prioritize ethical leadership such as Adolph Hitler or Genghis Khan. Thinking about the horrible outcomes that resulted from their regimes, how important do you think that ethical leadership really is?

Leadership as it relates specifically to public service and public sector organizations involves a number of different considerations, such as establishing social, political, and economic policies, that private sector organizations are usually not concerned with. This can include dramatic interplay of societal values that must be acknowledged along with a genuine commitment to elevating the people within the population as opposed to being solely self-serving or masking reality in order to appease. Additionally, those within the public sector agencies must actively attempt to act in ways that preserve the integrity of and that represent organizational values in an acceptable and appropriate manner (Terry, 2002). This leadership responsibility also relates to front-line workers who, in many cases, are faces of their organizations at the street level and must convey organizational values directly to the general public (Denhardt et al., 2016). Ultimately, public sector leaders must develop their leadership via an open and evolving process that is public in nature and is inviting and open to all interested parties (Denhardt et al., 2016).

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Suggested Unit Resources

Continue reading the following sections in your textbook for more in depth discussion of these units' concepts.

Chapter 6: Motivation and Engagement, pp. 184-192

Chapter 7: Leadership in Public Organizations, pp. 193-198, 220-233