

Motivating Others
ABSTRACT
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One key facet of leadership is the ability to get others to do something, creating an influence. But what about the natural motivations an individual might have. This module is designed to help acquaint participants with the concepts related to motivation. Specifically three popularized theories will be reviewed and discussed.

A leader must be able to motivate others to achieve goals, accomplish tasks, and complete objectives. Motivation is one key indicator of behavior. We behave in a way that will satisfy a motive based on a need. However, we don't always have the luxury of knowing what our needs or motives are.

Knowing potential areas of motivation, like the ones discussed in this module, can provide guidance in working with and discussing concerns with others. This is one way to develop an individual sense of what motivates others around you.

Steven Covey (2004) once said that "between stimulus and response is our greatest power – the freedom to choose." In other words, we can decide if we want to be motivated or not.

Before we can talk in detail about motivation, we must first define the term. Motivation is defined as anything that affects behavior in pursuing a certain outcome. Motivation Process is people go from need to motive to behavior to consequence to satisfaction or dissatisfaction.

The three most commonly referred to theories associated with motivation are Maslow's Hierarchy of Needs, Herzberg's Intrinsic and Extrinsic factors, and McClelland's Acquired Factors. The remainder of this document will discuss these three in greater detail.

Maslow Hierarchy of Needs. Maslow Hierarchy of Needs was developed in 1940 by Abraham Maslow. It was based on four assumptions. These assumptions are:

1. Only unmet needs motivate
2. People's needs are arranged in order of importance (basic – complex)
3. Lower-level needs must be met first
4. There are 5 classifications of need

The key to using Maslow's hierarchy is that there is a necessity to meet the individual's lower needs first. It is imperative that leaders understand people's needs and meet them from the bottom level before moving to higher levels. The five levels are:

1. **Physiological:** Primary or basic needs, ie. air, food, shelter, sex and relief or avoidance of pain
2. **Safety:** Once the physiological needs are met, the individual is concerned with safety and security
3. **Belongingness:** After safety needs, people look for love, friendship, acceptance, and affection
4. **Esteem:** After social needs, the individual focuses on ego, status, self-respect, recognition for accomplishments and feeling of self-confidence and prestige
5. **Self-Actualization:** Highest level of need is to develop one's full potential. To do so, one seeks growth, achievement, and advancement.

Herzberg Two Factor – During the 1960's Herzberg developed a motivational model that focused on two levels of needs. These two levels are:

1. Lower-level: Hygiene or Maintenance
2. Higher-level: Motivators

This model works by understanding that individuals must look beyond external or extrinsic motivators. It is important to note that Herzberg theorized that lower level extrinsic motivators have to be satisfactory for there to be a higher level of intrinsic motivation.

The following are descriptions and examples of lower level and higher level factors.

Maintenance – Extrinsic Factors

- Motivation comes from outside the person and the job itself
- Include: pay, job security, title, working conditions, fringe benefits, and relationships
- All factors related to lower-level needs

Maintenance – Intrinsic Factors

- Motivation comes from within the person through the work itself
- Include: achievement, recognition, challenge, and advancement
- All factors related to higher-level needs

McClelland's Acquired Needs. McClelland's Acquired Needs was developed during the 1940's. It classified needs as both a trait and motivation and that needs are based on personality traits. He also developed this with the premise that all people have the need for achievement, power and affiliations.

Description of High Achievement

- Tasks must be challenging with clear attainable objectives
- Fast and frequent feedback a must
- Continued increases in responsibility

Description of High Power

- Need to be able to plan and control
- Inclusion in decision making necessary, especially when affected
- Best performance alone vs in team
- Assign whole tasks, not parts

Description of High Affiliation

- Must work as part of a team
- Satisfaction derived from people, not the task
- Needs lots of praise and recognition
- Delegate responsibility for training and orientation
- Good buddies and/or mentors

REFERENCE

Covey, S. R. (2004). *The eighth habit: From effectiveness to greatness*. New York, NY: FranklinCovey Co.