

Motivation and Leadership

Xiaorui Xue

School for Business and Society, University of York, York YO10 5DD, United Kingdom

Abstract. This study attempts to explain the importance of intrinsic and extrinsic motivation at both the motivational and leadership levels and use it as a guide to enlighten leaders on how they should build and motivate their team members. The study will investigate the motivational factors and leadership factors separately through interviews. The research revealed that intrinsic factors are the main motivators for young people to continue working, while extrinsic factors have more of an impact on older people. Meanwhile, leadership, as an extrinsic factor, has an important impact on team members, with good leadership tending to meet the intrinsic needs of team members and bad leadership generally ignoring the extrinsic needs of members. Research has concluded that leaders should choose to motivate people who are already motivated as they are more valuable and more likely to be motivated. Also leaders should establish motivational environments where a good extrinsic environment will promote motivation among team members, as opposed to a bad environment that negatively affects productivity.

Keywords: Intrinsic motivation; Extrinsic motivation; Fifty-Fifty Rules; Leadership.

1. Introduction

Motivation satisfies the need to help members achieve their needs and increases team effectiveness, making it an extremely important part of the team. Maslow's and Herzberg's theories occupy an important place in motivation theory, but these two theories motivation focus more on individual motivation and achieving motivation by meeting individual needs, at which point extrinsic motivation is neglected [2]. In fact, extrinsic motivation also plays an important role in extreme force, which is mainly leadership. In the past studies on motivation, only a small number of studies by John Adair et al. have dealt with extrinsic motivation.

This study hopes to reveal the importance of extrinsic stimuli in motivation through the investigation of motivation and leadership and to remedy the lack of motivation theory in this area. Using motivation and leadership as the research direction, this study started by investigating motivational factors based on Maslow and Herzberg's theories and analysing intrinsic and extrinsic factors of motivation. This is followed by using the fifty-fifty rule [2] as a basis for researching what team members consider to be good and bad leadership, analysing the influences on leadership and demonstrating the importance of leadership as an extrinsic motivator.

2. Theory

2.1 Hierarchical Theory of Needs

Maslow's theory of needs [7] is a psychological theory which suggests that human needs can be divided into five levels, starting with basic physiological needs and progressing to higher levels of needs. These levels are, in descending order, physiological needs, safety needs, love and belongings needs, esteem needs and self-actualisation needs. However, Maslow's theory is based on Western culture and values and may not be fully applicable to people from other cultures. The hierarchy and priority of needs varies from culture to culture. In addition, the theory divides needs into hierarchies and progressive relationships of needs on time, but in reality, needs are often interwoven at once rather than being met one by one in strict order.

2.2 Two Factor Theory

Two-factor theory [6] was developed by Herzberg and argues that job satisfaction and job dissatisfaction are determined by two different sets of factors. Herzberg divides these factors into motivational factors (such as achievement, development and recognition) and hygiene factors (such as payment, working conditions and colleague relationships). He argues that motivational factors can increase job satisfaction, while health factors can only avoid job dissatisfaction. The two-factor theory is relatively simplistic and does not adequately consider the impact of individual differences on job satisfaction. The importance of motivational and hygiene factors may vary between individuals, so the theory cannot cover all situations. Also, two-factor theory assumes that motivational and hygiene factors are consistent for all people and for all jobs. However, people's preferences for job demands and motivation may vary from person to person, and therefore the needs of all employees cannot simply be grouped into the same factor categories.

2.3 Three Circles Model and Fifty-Fifty Rules

Adair's theory [2] explains the relationship between individual needs and the extrinsic environment through the three-circle model (Figure 1), where the three circles represent three different areas of need in an organisation that are interrelated and inseparable. The 50/50 rule [2] is a theory of motivation developed by John Adair, which suggests that 50% of a person's motivation comes from the individual and the other 50% comes from the environment. The rule emphasises the role of leadership in a team. Adair argues that the needs theory of Maslow and Herzberg focuses too much on individual needs and that these motivators are intrinsic. the value of the 50/50 rule is that he complements the extrinsic motivators.

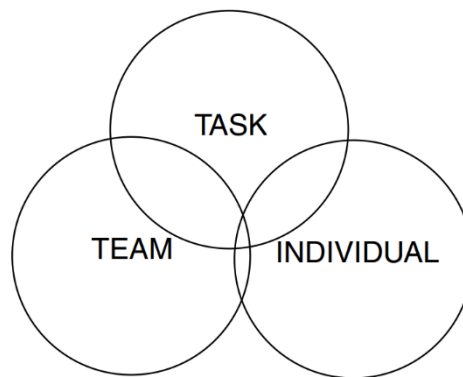


Fig. 1 explains the relationship between individual needs and the extrinsic environment through the three-circle model

3. Research

3.1 Research 1

This paper uses two researches to demonstrate the relationship between motivational factors and leadership. Research 1 set the question "Would you work if you had enough money to support your future life" and was conducted through interviews to explore the impact of intrinsic and extrinsic motivation.

Table 1. The relationship between motivational factors and leadership is illustrated through two studies

Q1: Will u still work with enough money for the rest of the life? Q2: Whether u will maintain a certain routine?
 Yes=Y No=N Don't Know=DK

Candi dates	Age Range	Gender	Occupation	Q1	Reason	Q2	Reason/Note
1	18~27	F	Student	Y	Work can be fun		Lack of understanding of society, naivety
2	18~27	F	Student	Y	Want to achieve ambitions in life		
3	18~27	M	Student	Y	Explore a different way of life		
4	18~27	M	Bank staff	Y	Looking to learn more technical skills in the industry		
5	18~27	M	Barista	Y	Passion and love		
6	18~27	M	Freelance	N	Life will be less stressful (stress from find job)	N	Prefer to follow his heart
7	28~37	M	Bank staff	N	Life will be less stressful (stress from outside)	Y	A good lifestyle is good for his health
8	28~37	M	Barista	Y	Passion and love		
9	28~37	F	Freelance	N	Life will be less stressful (stress from find job)	Y	Personal habits
10	28~37	F	Professor	Y	Education and doing research is something that makes her proud		
11	28~37	F	Doctor	Y	It is a proud profession, and saving lives is a duty of hers.		
12	28~37	F	Doctor	N	Doctor is just a job he lives for	DK	The situation is unrealistic, he hasn't thought about it, but it probably would be.
13	38~47	M	Stock Manager	N	Work is tiring, Why work if he have enough money	DK	Personally Agree
14	38~47	M	Top manager in a company	Y	There are too many people and things for her to manage. It's her responsibility. There is no way she can turn her back on all of it.		
15	38~47	F	Teacher	Y	Love spending time with children		
16	38~47	F	Store owner	DK	You can never make enough money		
17	38~47	M	Uber driver	N	Life will be less stressful (stress from family)	Y	It's a great thing to have enough money to live a good ordinary life.
18	Over 48	F	Professor	N	Time to enjoy life	Y	Just a guess
19	Over 48	F	Doctor	Y			
20	Over 48	M	Bank manager	N	There are so many things she wants to do that she hasn't done, and it's all because of work.	DK	Daily life will, but her routine will be disrupted if she is on a trip

The interview involved 20 participants, 11 of whom said they would continue to work even if they had enough money to support themselves later in life. According to the research (Table 1), intrinsic motivation was the reason that supported the vast majority of participants to continue working and extrinsic motivation was the factor that led to reluctance to continue working. Intrinsic motivation can be obtained through the realisation of one’s self-worth, personal fulfilment and sense of responsibility [1], and these factors are known as motivators, which bring about positive attitudes, satisfaction and motivation. According to the research, the reasons for willing to continue working are ‘love’, ‘feeling proud’, ‘achieving personal goals’, etc. These reasons all relate to the individual’s interest in the work itself, the drive for self-growth and personal development. Extrinsic motivation involves the drive to obtain extrinsic factors such as money, salary increases, and opportunities for promotion [3]. Dissatisfaction with work occurs when these factors deteriorate below levels that people find acceptable. In the research, those who indicated that they did not wish to work appeared to receive these extrinsic factors, such as ‘job stress’. Further, ‘enough money’ in the research question was itself an extrinsic factor, which also seemed to induce participants to refuse to continue working. It is worth noting that the ‘responsibility’ expressed by participant 14 could be both intrinsic and extrinsic motivations. For some people, responsibility may stem from intrinsic values, moral values or personal ideologies, which are considered to be an expression of intrinsic motivation. On the other hand, responsibility can also act as a driver of extrinsic motivation. In this case, individuals may feel pressure, expectations or rewards from outside that make them feel obliged to perform a task or assume a certain role.

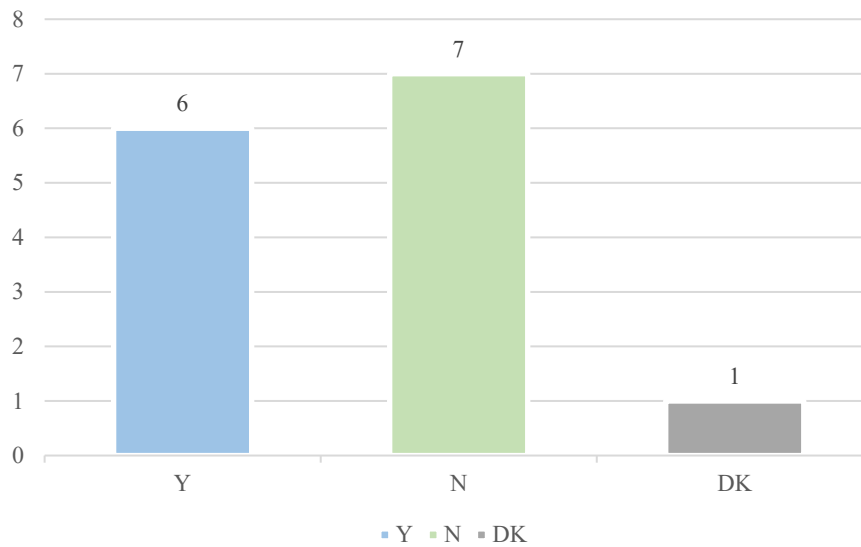


Fig. 2 Percentage of Each Answer without aged 18~27

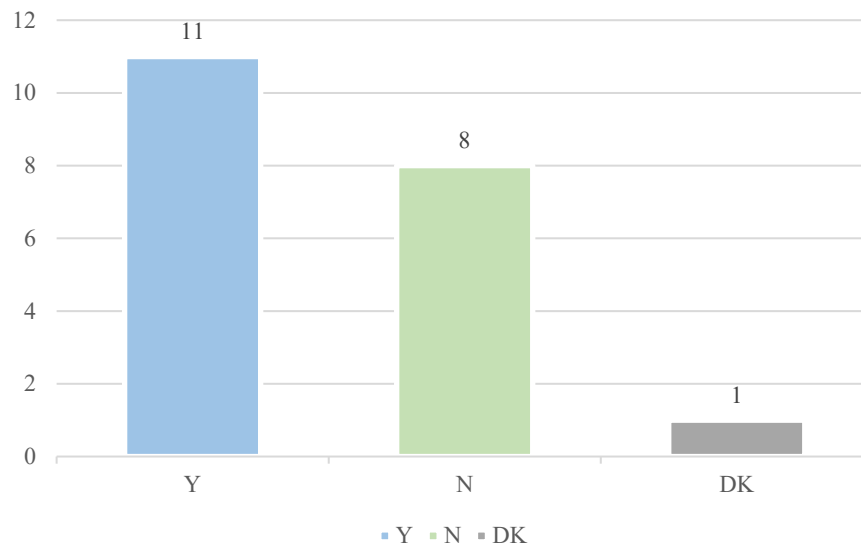


Fig. 3. Percentage of Each Answer in Total

The answers of the younger people were more idealistic, while those who had been working for many years were more practical. The results of the research show (Figure 2) that 11 (55%) of the participants would like to continue working, while among those over 28 (Figure 3) the figure is only 6, 43%. This means that nearly half of those who answered yes were from the younger age group and they seem to be more willing to continue working. Younger people are more likely to be encouraged by idealism in their careers [5], mainly because of their lack of work experience and social awareness. Further, they are more focused on intrinsic motivation, as demonstrated in the study, ‘ambition’ ‘enthusiasm’ ‘fun’. When the lower level needs are satisfied, its motivational role decreases and the higher level needs replace it as the main driver of behaviour [7]. Young people, whose physiological and safety needs are more often taken care of by their families, then pursue higher levels of ‘self-actualisation’, which means that young people have already achieved the lower level needs and are working more to ‘chase their dreams’. In contrast the elder person is responsible for their own life and even that of their family, and they work to support life, a process of realising lower level needs. When enough money is obtained, work becomes less meaningful and more of them choose not to continue working compared to younger people (Figure 4).

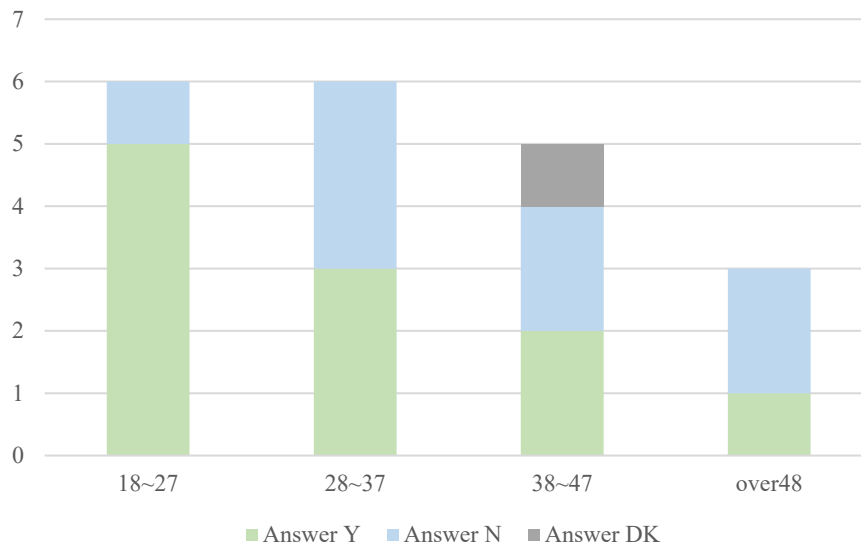


Fig. 4 Answer to Question 1 by Age

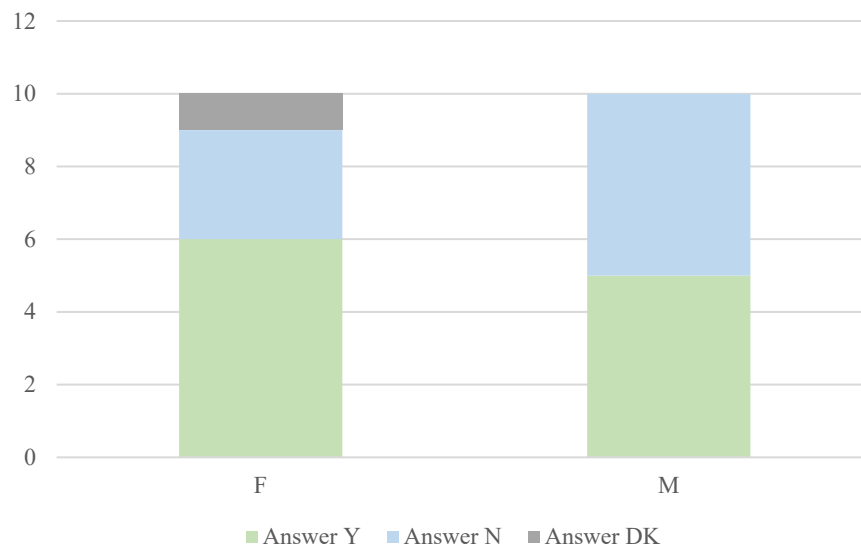


Fig. 5 Answer to Question 1 by Gender

The research also shows some gender differences, with women showing a little more willingness to work than men (Figure 5), but this difference is not very significant. Six of the women in the research were willing to continue working, compared to five of the men. This difference may be due to different motivations for working. The study noted that men tend to emphasise career success, competition and achievement more, which may be related to their motivation for work [4]. At the same time, women may be more concerned with the combination of work and relationships and work-family balance [4]. These differences reflect the influence of gender role socialisation and cultural context. A limitation of this research is the small number of participants, which means that the findings may be subject to chance and do not reflect true gender differences.

3.2 Research 2

Table 2 Results of the interviews

Question: What kind of leader is good/bad to you.

	Gender	Boss/ Teacher	Good boss/ teacher	Bad boss/ teacher
1	F	B	Reasonable and approachable	Fierce and aggressive
2	F	T	Patient, problem solver, handsome/beautiful	Unreasonable, academically incompetent, impatient
3	F	T	Compassionate, patient and friendly	Fierce and fond of sneering
4	F	B	Highly competent and understanding.	A patronizing and formalistic one
5	F	T	Good sounding and famous	Poor professional competence
6	M	B	Self-motivated, helpful and highly competent	Formalistic
7	M	B	Understanding, compassionate, strong management skills	Those who cannot provide emotional support, those who cannot provide promotion help
8	M	B	Strong management skills, able to offer opportunities for development	Unmotivated, useless, poor skills
9	M	B	Beautiful, willing to provide benefits, professional and competent	Unmotivated
10	M	T	Rational, willing to learn, good interpreter	Procrastinating and impatient

Research 2 was conducted in the form of interviews, asking students and staff, ‘What do you think a good leader (teacher) is like and what is a bad leader (teacher) like’. Research 2 sought to explore the impact of the extrinsic environment (leadership) at the level of the employee or student. Participants were asked to describe what they thought a good leader (or teacher) was like and what a bad leader (or teacher) was like. There were ten participants in this research, six of whom described their leaders and the other four participants were students who described what they perceived to be good and bad teachers.

Being reasonable and approachable is one of the key attributes of a good leader. Participants emphasised that leaders should be reasonable and easy to approach and communicate with. This trait makes employees feel comfortable and respected and helps to build positive working relationships and effective communication channels. By building good relationships with employees, leaders can better understand their needs and problems and are able to take appropriate action to address them. Similarly, patience and problem-solving skills are considered to be key elements of a good leader. Patient leaders are able to deal with problems and challenges rather than rushing or panicking. They can give employees enough time and support to overcome difficulties and provide them with the necessary guidance and resources. Leaders with strong problem-solving skills can quickly analyse and resolve difficulties so that the team can move forward smoothly. Understanding and empathy are also considered to be key elements of good leadership. These traits show that leaders care about the feelings of their employees and are willing to provide emotional support. Understanding and empathy help to build trust and cohesion and create a positive work environment for employees. Care and concern from leaders can motivate employees to put in more effort and develop a positive attitude towards work.

In addition to the traits mentioned above, being self-motivated, helpful, able to provide development opportunities, rational and a good learner are also considered to be important elements of a good leader. Self-motivated leaders inspire team members to their potential, helpful leaders give necessary support and assistance to employees, leaders who offer development opportunities promote growth and progress, and leaders who are rational and good learners continuously improve and adapt to change. In contrast, key factors of bad leaders include being aggressive and pushy, unreasonable, academically incompetent, lacking patience, not providing emotional support, and lacking

management skills. These factors indicate that bad leaders lack the right leadership traits and can lead to disgruntled employees, uncoordinated teams and low productivity.

Aggressiveness and aggressiveness cause bad leadership. Bad leaders interact with employees in a tough and aggressive manner, lacking gentleness and respect. This behaviour leads to employees feeling fearful and stressed, destroying a positive working atmosphere and hindering performance and development. Unreasonableness is another key element of bad leadership. Bad leaders make decisions and demands that lack reasonableness and understandability and demand too much or are unrealistic from their employees. Such unreasonable behaviour can lead to confusion and frustration among employees, reducing their motivation and satisfaction at work. Lack of academic competence is also one of the key characteristics of bad leaders. Bad leaders lack the ability to provide the right guidance and support in terms of professional knowledge and skills. This can lead to a hindrance in the learning and development of team members and affect the quality of work and performance. In addition, a lack of patience is a sign of bad leadership. Bad leaders are impatient with the progress and learning of their employees and do not give enough time and opportunities to solve problems and overcome difficulties. This lack of patience can lead to employees feeling frustrated and helpless, hindering their growth and development.

The traits of a good leader are more geared towards meeting the motivational factors; it is more about meeting intrinsic needs. Bad leaders, on the other hand, do not reach the health care factor and so cause dissatisfaction among employees or students, which is more of an extrinsic need. The difference between a good leader and a bad leader is the traits and behaviours displayed by the leader. These traits that good leaders possess build a positive work environment, inspire employees to their potential and achieve organisational success. This means that they promote members to achieve higher levels of performance. Conversely, the traits and behaviours of bad leaders can lead to employee dissatisfaction and team dissonance, and can result in reduced productivity, negatively impacting on organisational development and performance. Furthermore, when these factors were met, very few interviewees would describe their leaders as good as a result.

4. Results

Selecting those who are already motivated. People who are already motivated have greater value than those who are not motivated (Adair, 2006). As demonstrated in the experiment, those whose needs were met had higher motivation, which facilitated them to continue in a state of enthusiasm to complete subsequent work. Although this state of continuity was not verified in the experiment, as a leader, selecting people who are already motivated can help to maintain team stability and increase team productivity. Further, the leader should help the team members to be intrinsically motivated, which will benefit the team's productivity, especially in the case of younger teams. For teams with older people, extrinsic motivation is even more important.

Extrinsic (environmental) motivation is important and this is mainly reflected in the way leaders are motivated. Leaders should create an environment that is conducive to meeting the needs of the team and promote team development through extrinsic motivation. A poor leader will have a significant negative impact on team motivation. A leader who over-emphasises control, is impatient and is quick to blame others will not motivate team members. Hygiene factors are a priority, which means that leaders should be concerned with the physical and mental health of their team members, which is the basis for creating a motivating environment. In addition, good leadership acts as an extrinsic motivator to meet the personal needs of team members and to increase their motivation. An inspiring leader will make the team fairer and more harmonious.

5. Summary

In conclusion, when building a team leaders should choose those who are already motivated because they are more valuable and easier to motivate. Leaders should of course also choose a more

appropriate motivational approach, intrinsic or extrinsic, depending on the age level of the team members. Within the team, the leader should also create the motivational environment to meet the needs of the members. Although personal motivation is a good foundation, leaders should not neglect the extrinsic motivation that comes with leadership.

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