The Journal of Values-Based Leadership

February 2014

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Motivating Strategies Leaders Employ to Increase Follower Effort

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Abstract

The purpose of this research was to determine which motivating strategies followers desire from their leaders and what motivating strategies are actually displayed by their leaders to increase followers' effort. Additionally, this research assessed the followers' level of self-reported extra effort and the amount of extra effort followers perceive their leaders exert. From this data, conclusions were drawn regarding the relationships between followers' self-reported extra effort and the followers' perception of their leaders' extra effort. This quantitative research study was conducted via *LinkedIn* using *SurveyMonkey* and is based on Keller's 42 item ARCS Model (attention, relevance, confidence, and satisfaction). Regression analysis of the survey responses indicated that:

- Followers perceive their leaders are not displaying the level of motivating strategies desired;
- The amount of extra effort that followers perceive that their leaders exert is significant in predicting the amount of extra effort that followers exert; and
- Followers' perception is that leaders' extra effort is less than followers' extra effort.

The findings suggest that leaders should be more aware of the motivating strategies that followers desire and demonstrate those strategies since leaders' extra effort is a significant predictor of followers' extra effort. Additionally, leaders should also exert the level of effort that they desire from their followers.

Introduction

A key function of a leader is to motivate followers to accomplish tasks. An often asked question is: How does a leader motivate a follower to exert extra effort in completing tasks? Some people in leadership positions motivate followers to exert extraordinary levels of effort, even when their past performance has been mediocre (Bass, 2008). The effects of a leader who can motivate may be either positive or negative and can be long lasting. Charles Manson motivated followers to commit violent acts and still has loyal followers even after decades in prison. Both Bass (2008) and Storr (1997) note instances of some leaders who motivate followers to self-destructive behaviors and other leaders who motivate followers to heroic deeds. Bass notes Reverend Sun Myung Moon as having enticed followers to engage in self-defeating behaviors while General George S. Patton rallied troops to commit acts of heroism and ultimately achieve success in World War II. Friedman and Langbert (2000) describe the leadership characteristics of the Hebrew biblical patriarch Abraham undertook to motivate an entire populace to abandon polytheistic beliefs for monotheism.

Motivation is central from both a practical and a theoretical perspective to achieve effective, responsible management. "Managers see motivation as an integral part of the performance equation at all levels, while organizational researchers see it as a fundamental building block in the development of useful theories of effective management practice" (Steers, Mowday, and Shapiro, 2004, p. 379). From a practical standpoint, motivation is critical to generating effort to perform tasks at all organizational levels. From a theoretical perspective, motivation is fundamental to the practice of effective leadership. Leaders who understand and practice proven motivational theories are apt to be more successful in achieving organizational goals.

Methods

This research was conducted to determine the effectiveness of motivation strategies that leaders may employ to cause followers to exert extra effort. Three aspects of effort were studied: (1) The behaviors of leaders that followers most desire in motivating them to exert extra effort; (2) What followers perceive as the behaviors that their leaders actually display; and (3)The behaviors resulting from comparing the first two measures to uncover any differences between what followers believe motivates them and what motivating behaviors they perceive their leaders actually demonstrate. The first two items were determined using a survey based on Keller's ARCS (attention, relevance, confidence and satisfaction) model revised to reflect a leader-follower relationship. In addition, followers self-reported how they exert extra effort and their perceptions of how their leaders exert extra effort. The followers' self-reported extra effort and the followers' reported perceptions of their leaders' extra effort allowed analysis of the effect of leading-by-example. Leading-by-example is critical since according to Viinamäki (2012b), leaders not only directly influence the behavior of followers, but their actions also
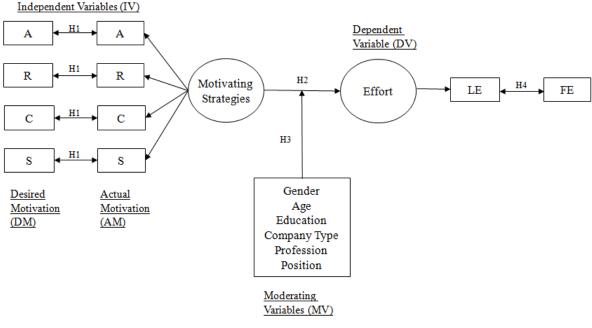
influence their perceptions which lead to norms and expectations of apposite performance. Further, leaders directly and indirectly establish the ethical tone for any organization which is the fundamental essence of values-based leadership.

Finegan (2000) presented research which indicated that organizational commitment may be linked to attitudes and behaviors as well as job performance. She notes that commitment can lead to willingness to exert extra effort on behalf of the organization. She also points out that values play an important part in defining commitment. This may also point to the importance of values-based leadership.

In order to determine the effectiveness of motivating strategies and if leading-by-example is present, four hypotheses were investigated. A conceptual model was developed to illustrate the relationship of the independent and dependent variables to each other and to these hypotheses:

H1: *The strategies that followers desire their leaders to display are different from the strategies that the followers estimate their leaders actually display.*

H2: *There is a relationship between motivating strategies and effort such that the level of motivation has an effect on the level of effort.*

H3: *There is a moderating effect of demographic characteristics (age, gender, education level, time in profession) on the relationship between motivating strategies and extra effort such that the followers' self-reported extra effort and the followers' perception of leaders' extra effort is significantly affected.*

H4: *The followers' perception of their leaders' extra effort has an effect on the followers' self-reported extra effort.*

Figure 1: **Relationship of Hypotheses to Independent and Dependent Variables**

Participants

The participants for this study were professionals from LinkedIn and ListServs who have or have had experience reporting to a leader. LinkedIn was chosen because it is a social network of professionals which is not specific to any particular profession or geographic location. LinkedIn members have shown a willingness to participate in on-line sharing of information by their joining and completion of personal and professional profiles (Papacharissi, 2009; & Thew, 2008). ListServs were chosen because they are virtual discussion groups of professionals with common interests (Christie & Azzam, 2004; Hyman, 2002). The population was limited to professionals because professionals as compared to other types of workers have greater correlation between satisfaction and performance (Saari & Judge, 2004). Additionally, professionals, compared to other workers, tend to have greater latitude in how they perform their tasks.

Measurements

Participants for the study were invited through *LinkedIn* and *Listserv*. The study sample consisted of 197 responses. Approximately equal numbers of responses from male and female, supervisory and non-supervisory, and public and private organizations were received. Education levels consisted of Bachelor degrees or less. Both graduate and post-graduate degrees were additionally represented. A summary of the demographic characteristics are shown in Table 1. Column heading "N" indicates the total number of participants that answered the question; "n" refers to the number in the specific demographic; "%" is the percentage of the total answering the question in the specific demographic; and Chi Square p-value pertains to the equality of distribution.

Table 1: Demographic Characteristics of Sample

Characteristic	N	n	%	Chi Square
Age	197			<.001***
18 - 27		10	5.08	
28 - 37		35	17.77	
38 - 47		51	25.89	
48 - 57		59	29.95	
58 - 67		33	16.75	
68 – 77		9	4.57	
Gender	197			.101
Male		87	44.16	
Female		110	55.84	
Education	197			<.001***
≤ Bachelor Degree		28	14.21	
Graduate Degree		95	48.22	
Post-Graduate Degree		74	37.56	
Organization Level	196			.886
Non-supervisor		97	49.49	
Supervisor		99	50.51	
Organization Type	153			.808
Private		75	49.02	
Public		78	50.98	
Country	195			<.001***
US		165	84.62	
Non-US		30	15.38	
Union Membership	197			<.001***

	N	N	%	
Yes		21	10.66	
No		176	89.34	
Industry	194			<.001***
Automotive		16	8.25	
Consulting		15	7.73	
Education		71	36.60	
Engineering & Technical		25	12.89	
Government		19	9.79	
Health Care		24	12.37	
Non-profit		6	3.09	
Other		18	9.28	
Profession	195			<.001***
Consultant		25	12.82	
Educator		61	31.285	
Engineering/Technical		13	6.67	
Management		41	21.03	
Other		30	15.38	
Project Manager		9	4.62	
Researcher		10	5.13	
Student		6	3.08	
Years in Profession	195			<.001***
1-10		79	40.51	
11-20		65	33.33	
21-30		37	18.97	
31-40		14	7.18	
Position	193			<.001***
Analyst		11	5.70	
Consultant		14	7.25	
Educator		50	25.91	
Management		76	39.38	
Other		22	11.40	
Researcher		7	3.63	
Technical		13	6.74	
Years in Position	197			<.001***
1-10		173	87.82	
11-20		15	7.61	
21-30		6	3.05	
31-40		2	.1.02	
41-50		1	.51	

Note. **N= Population size of those participants who responded to the question.**
N=Number of participants in specific demographic group.
Sample frequency is expressed as % of participants who responded to the question.
*** $p < .001$ Chi-square test for equality of distribution.

Both desired motivation strategies and the perceptions of their leader's displayed behaviors reported followers for each of the 42 items in the modified ARCS Motivation Instrument (Castelli, 2008). This instrument was initially developed for instructional design in classroom instruction by Keller in 1983. Additionally, eight questions were developed by Schwartz (2013) to measure extra effort. These items were first posed to

followers to determine their self-identified extra effort; then, they were presented to followers to identify their perceptions of leaders extra effort.

Data Analysis

The data analysis employed a cross-sectional, quantitative design. The data was comprised of results from an on-line survey administered via *Survey Monkey* (www.SurveyMonkey.com). Descriptive statistics were used to determine frequencies, means, standard deviations, and standard errors of followers' preferences for specific motivating strategies and frequencies of followers' perceptions of actual motivating strategies by their leaders as well as levels of extra effort. Psychometric properties were used to determine reliability and validity of the data. Inferential statistics were used to test the four research hypotheses.

There were two independent variables (IVs): followers' desired motivation (DM) strategies and the actual motivation (AM) strategies that the followers perceived that their leaders displayed. These motivating strategies are identified in the 42-item ARCS model comprised of the four ARCS model components: attention (A), relevance (R), confidence (C), and satisfaction (S). The dependent variable is extra effort that followers and leaders expended on work tasks. A working definition of extra effort was defined as the amount of extra time self-reported by followers and that followers perceive their leaders are displaying. Moderating variables (MV) which might impact the relationship of IV and DV were included. The MVs included the following demographic characteristics: age, gender, education level, current profession, years in current profession, current position, years in current position, location in reference to supervisory, union membership, industry type, employer type, level in organizational hierarchy, and work location.

Results

As an index of the reliability of measurement scales, Cronbach's alpha tests the inter-correlations among the items comprising followers' desired motivation strategies (DM) and leaders' actual motivation strategies (AM) scales. Cronbach's alpha can range from 0.0 to 1.0: values $\geq$ 0.7 indicate acceptable reliability and values < 0.5 indicate poor reliability of scales with six or more items (Hinkin, 1998). Cronbach's alpha for the entire desired motivation = .969 and for the entire actual motivation = .982. Cronbach's alpha for the entire followers' self-reported extra effort = .768 and for the followers' perception of their leaders' extra effort = .899.

After the reliability of the two study constructs was determined using Cronbach's alpha, their construct validity was evaluated using Confirmatory Factor Analysis (CFA). CFA is a structural equation modeling technique that tests the covariance structure of a proposed confirmatory model against the covariance structure found in the obtained data. Construct validity of the proposed model is deemed acceptable if the two covariance structures are considered to be equivalent (i.e., the obtained data fit the proposed model). Three indices of model fit were used to evaluate the CFA results: Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and the ratio of chi-square (χ^2) to the degrees of freedom (df). Specifically, CFI $\geq$ .90, RMSEA < .08, and $\chi2$/df ratio < 2 to 1 satisfy the measurement criteria for acceptable construct validity (Bentler, 1990; Bentler, 2007; Loehlin, 1998).

Table 2 includes the psychometric properties of the 42-item ARCS-DESIRED and Table 3 shows the psychometric properties of the 42-item ARCS-ACTUAL averages for Cronbach's alpha for each of the ARCS categories and each item within each category as well as the confirmatory factor analysis (CFA) for each of the ARCS categories and each item within each category for the entire sample population. All values of Cronbach's alpha were > .07 indicating construct validity. These Tables also show the means and standard deviations for the entire ARCS Model as well as for each category and for each item within each category for both desired and for actual motivation strategies. Table 4 illustrates the psychometric properties of follower self-reported extra effort and Table 5 shows the psychometric properties of leader extra effort as perceived by followers.

ARCS Leadership Items	Grand Mean[1]	SD	Comp Mean[2]	SD	Alpha[3]	Factor Score[4]
ARCS-Desired (PD) (42 items)	3.35	.71	140.64	29.79	.969	--
PD-A: Achievement (9 items)	3.12	.06	28.06	.51	.885	.952
Makes me feel enthusiastic about my work	3.63	1.01				.635
Content of work captures my attention	3.02	.015				.625
Makes the work seem important	3.74	1.04				.608
Shows my job responsibilities relate to things I know	2.66	1.07				.662
Uses levity as appropriate when giving direction	3.07	1.03				.553
Makes me feel inquisitive about my work	3.12	1.08				.741
Uses original or innovative techniques I find interesting	3.08	1.15				.695
Uses an interesting variety of instruction techniques	2.66	1.06				.752
Curiosity is often stimulated by questions or problems	3.10	1.13				.736
PD-R: Relevance (12 items)	3.35	.05	40.14	.64	.894	.995
Information I learn will be useful to me	3.26	1.09				.590
Allow time for implementation of direction given	3.84	1.03				.591
Benefit from knowledge acquired in workplace	3.09	1.03				.790
Actively participate in meetings at work	3.47	1.07				.560
Positive role models presented at work	3.22	1.18				.725
Is flexible to meet my needs in work assignments	3.71	1.03				.547
Professional benefits of my work made clear	3.06	1.13				.731
Challenge level is about right	3.39	1.10				.671
Have some input or choice in projects and assignments	3.72	1.06				.622
Get a chance to work with other people	3.98	1.14				.596
Content relates to my expectations/goals	3.28	1.06				.671
Personally benefit from what I learn at work	2.88	1.10				.705
PD-C: Confidence (12 items)	3.46	.06	41.55	.68	.904	.963
Helps me feel confident that I can do well	3.60	1.08				.662
Makes me feel I have the ability to succeed	3.66	1.07				.669
Builds my self esteem	3.26	1.14				.590
Whether or not I succeed is up to me	3.88	1.15				.581
Creates a relaxed atmosphere	3.57	1.06				.496
Requirements for success are made clear to me	3.63	1.08				.711
Frequent opportunities to succeed	3.61	1.10				.777
Helps me believe I can succeed if I try hard	3.08	1.18				.710
Get enough timely feedback	3.39	1.10				.752
Demonstrates proper skills	3.40	1.13				.622
Direction is non threatening	3.95	1.12				.535
Direction designed so that everyone can succeed	3.61	1.18				.663

	Grand Mean	SD	Comp Mean	SD	Alpha	Factor Score
PD-S: Satisfaction (9 items)	3.32	.06	29.89	.53	.893	.983
Gives me a lot of satisfaction	2.99	1.15				.726
Can set/achieve high standards of excellence	3.63	1.10				.779
Recognition for my work is fair	3.34	1.23				.631
Leader's evaluation matches mine	3.34	1.14				.649
Helps me to accomplish my personal goals	3.76	1.05				.696
Feel satisfied with how department is run	3.38	1.02				.623
Get enough recognition through feedback	3.41	1.10				.706
Amount of work is appropriate	3.11	1.09				.705
Feel satisfied with what I learn	2.89	1.13				.714

Note. **Psychometric properties conducted on ARCS-ACTUAL data from N = 197 business professionals. Confirmatory factor analysis (CFA): $\chi2$ = 2045.272, df = 810, p < .001; RMSEA (90% CI) = .088 (.083-.093); CFI = .773.[1] Grand mean of the 42 ARCS items, 9 A items, 12 R items, 12 C items, and 9 S items where each item is measured on a 5-point Likert scale, 1 = rarely or never, 5 = always.[2] Composite mean of the items.[3] Cronbach's alpha reliability index of internal consistency.[4] Factor loading scores from CFA index of construct validity significant at p < .05**.

Table 3: **Psychometric Properties of the 42-item ARCS-ACTUAL**

ARCS Leadership Items	Grand Mean[1]	SD	Comp Mean[2]	SD	Alpha[3]	Factor Score[4]
ARCS-Actual (PA) (42 items)	3.04	.06	127.75	37.18	.982	--
PA-A (9 items)	3.04	.06	25.39	.57	.921	.953
Makes me feel enthusiastic about my work	2.99	1.02				.840
Content of work captures my attention	2.65	1.12				.778
Makes the work seem important	3.37	1.14				.756
Shows my job responsibilities relate to things I know	2.69	1.10				.677
Uses levity as appropriate when giving direction	3.05	1.14				.854
Makes me feel inquisitive about my work	2.94	1.10				.746
Uses original or innovative techniques I find interesting	2.49	1.17				.776
Uses an interesting variety of instruction techniques	2.42	1.12				.764
Curiosity is often stimulated by questions or problems	2.88	1.15				.813
PA-R (12 items)	3.11	.06	37.38	.76	.931	.995
Information I learn will be useful to me	2.60	1.10				.723
Allow time for implementation of direction given	3.41	1.10				.551
Benefit from knowledge acquired in workplace	2.81	1.11				.784
Actively participate in meetings at work	3.63	1.10				.565
Positive role models presented at work	3.03	1.25				.783
Is flexible to meet my needs in work assignments	3.47	1.17				.654
Professional benefits of my work made clear	2.87	1.20				.846
Challenge level is about right	3.16	1.17				.760
Have some input or choice in projects and assignments	3.19	1.18				.697
Get a chance to work with other people	3.38	1.15				.562
Content relates to my expectations/goals	2.97	1.45				.816
Personally benefit from what I learn at work	2.67	1.19				.865
PA-C (12 items)	3.19	.07	38.27	.81	.938	.983
Helps me feel confident that I can do well	3.20	1.20				.827
Makes me feel I have the ability to succeed	3.36	1.24				.843
Builds my self esteem	3.01	1.22				.832
Whether or not I succeed is up to me	2.98	1.24				.492

	Grand Mean	SD	Comp Mean	SD	Alpha	Factor Score
Creates a relaxed atmosphere	3.41	1.22				.607
Requirements for success are made clear to me	3.04	1.19				.762
Frequent opportunities to succeed	3.02	1.23				.823
Helps me believe I can succeed if I try hard	3.09	1.29				.817
Get enough timely feedback	2.82	1.19				.810
Demonstrates proper skills	3.11	1.16				.778
Direction is non threatening	3.84	1.19				.663
Direction designed so that everyone can succeed	3.26	1.16				.796
PA-S (9 items)	2.98	.07	26.81	.65	.947	.985
Gives me a lot of satisfaction	2.72	1.17				.836
Can set/achieve high standards of excellence	3.17	1.25				.840
Recognition for my work is fair	2.97	1.18				.766
Leader's evaluation matches mine	3.02	1.17				.799
Helps me to accomplish my personal goals	3.22	1.18				.722
Feel satisfied with how department is run	2.97	1.15				.800
Get enough recognition through feedback	2.95	1.17				.869
Amount of work is appropriate	2.91	1.25				.844
Feel satisfied with what I learn	2.82	1.18				.868

Note. **Psychometric properties conducted on ARCS-ACTUAL data from N = 197 business professionals. Confirmatory factor analysis (CFA): χ2 = 2212.848, df = 808, p < .001; RMSEA (90% CI) = .094 (.089-.099); CFI = .826.[1] Grand mean of the 42 ARCS items, 9 A items, 12 R items, 12 C items, and 9 S items where each item is measured on a 5-point Likert scale, 1 = rarely or never, 5 = always.[2] Composite mean of the items.[3] Cronbach's alpha reliability index of internal consistency.[4] Factor loading scores from CFA index of construct validity significant at p < .05.**

Table 4: Psychometric Properties of Follower Self-Reported Extra Effort

Follower Extra Effort Items	Grand Mean[1]	SD	Comp Mean[2]	SD	Alpha[3]	Factor Score[4]
Follower Extra Effort (8 items)	3.09	.05	24.72	.40	.768	--
I arrive early to work.	3.40	1.04				.146
I stay late at work.	3.55	.92				.464
I work weekends.	2.96	1.05				.752
I work on holidays.	2.50	1.09				.694
I work through lunch.	3.36	1.14				.411
I take less vacation than provided.	2.83	1.43				.495
I reschedule vacation time to …	2.61	1.19				.535
I work from home.	3.44	1.20				.769

Note. **Psychometric properties conducted on FOLLOWER EFFORT data from N = 197 business professionals. Confirmatory factor analysis (CFA): χ2 = 290.818, df = 100, p < .001; RMSEA (90% CI) = .098 (.085-.112); CFI = .872.[1] Grand mean of the 8 FOLLOWER EFFORT items where each item is measured on a 5-point Likert scale, 1=rarely or never, 5=always.[2] Composite mean of the items.[3] Cronbach's alpha reliability index of internal consistency.[4] Factor loading scores index of construct validity from CFA significant at p < .05.**

Table 5: Psychometric Properties of Leader Extra Effort Perceived by Follower

Leader Extra Effort Items as Perceived by Follower	Grand Mean[1]	SD	Comp Mean[2]	SD	Alpha[3]	Factor Score[4]
Leader Extra Effort (8 items)	2.74	.07	22.03	.54	.899	--

My leader arrives early to work.	3.14	1.17			.416
My leader stays late at work.	3.10	1.19			.609
My leader works weekends.	2.79	1.26			.823
My leader works on holidays.	2.29	1.18			.792
My leader works through lunch.	2.80	1.33			.719
My leader takes less vacation than provided.	2.38	1.27			.739
My leader reschedules vacation time.	2.43	1.19			.815
My leader works from home.	3.11	1.22			.803

Note. **Psychometric properties conducted on FOLLOWER EFFORT data from N = 197 business professionals. Confirmatory factor analysis (CFA): $\chi 2$ = 290.818, df = 100, p < .001; RMSEA (90% CI) = .098 (.085-.112); CFI = .872.[1] Grand mean of the 8 FOLLOWER EFFORT items where each item is measured on a 5-point Likert scale, 1 = rarely or never, 5 = always.[2] Composite mean of the items.[3] Cronbach's alpha reliability index of internal consistency.[4] Factor loading scores index of construct validity from CFA significant at p < .05.**

Discussion

This study suggests that followers believe their leaders are not providing the motivating strategies that they desire. For 39 of the 42 items in the modified ARCS instrument, leaders provided less motivation than desired by followers. However, there were some similarities in the three top-ranked items, for desired and for actual leader behaviors, in each of the four ARCS categories. Followers also perceived that they exert more extra effort than do their leaders. However, the three top-rated items for both followers' and leaders' extra effort were the same.

The three demographics which had the most effect on extra effort were gender, age, and education level. Gender was significant to p = .025, with females perceiving more actual motivation from their leaders than do males and males reporting exerting more extra effort than females report. Age was significant to *p* = .020, with a trend towards a decrease in desired motivation and a decrease in perceived actual motivation with increasing age and a trend towards an increase in followers' self-reported extra effort with increasing age. Education was significant at *p* < .001 with respondents with higher education levels having more self-reported extra effort as well as perceiving more leader extra effort.

There was no significant effect of motivation strategies on follower extra effort. However, there was a significant effect of actual motivation on follower perception of leaders' extra effort with *p* < .001. There was also a significant effect of follower perception of leader extra effort on follower extra effort with *p* = .001.

Implications

There are three key items that current and potential leaders should "take away" from this research. First, followers' perceptions that leaders do not display the level of motivation that the followers desire to motivate them to exert extra effort. Second, the amount of extra effort leader's display affects the level of the extra effort of the followers. Third, followers perceive that their leaders do not exert as much extra effort as they exert. Based on these implications, applications for leaders to improve their motivation strategies are addressed.

Applications for Leaders

The current study found that leaders are not providing motivation strategies their followers desire and uncovered the three most desired motivation strategies for each of the ARCS categories. The result of this research identifies actions that leaders can take in each of the four ARCS categories (attention, relevance, confidence, and satisfaction) to improve follower effort in performance situations. These actions are described below and summarized in Table 6.

The *attention category* is a factor for both desired and actual motivation in increasing follower effort. Motivating strategies that capture the follower's interest and attention should be incorporated. Utilizing a variety of coaching techniques which include feedback on performance is also important. Striving to make the follower feel enthusiastic about the challenges of their tasks may also enhance effort. Motivating strategies leaders can employ in the attention category include:

- Capture followers' attention by providing challenging tasks. Use an interesting variety of coaching techniques that provide feedback on performance showing how they contribute to organization success (Castelli, 2008).
- Consider interest of the followers when assigning tasks (Reiss, 2004).
- Explain to followers how their work contributes to organizational goals and objectives (Hughes et al, 2002; Reiss; 2004).
- Allow followers the opportunity to help others by sharing the experience they have gained in other work tasks (Castelli, 1994; Reiss, 2004).
- Help followers to view their work as important (Castelli, 2008).

The *relevance category* is critical for both desired and actual motivation of followers. Followers must understand the relevance of their tasks and connect these to the organization's goals. Followers reported that appropriate challenge levels and working with others were also viewed as important. The finding "leader viewed as a positive role model" was rated high by all respondents which reinforces the principles of value-based leadership, specifically the attributes of promoting a strong sense of values and ethics which is critical for effective leadership (Viinamäki, 2012a). Further, followers tend to emulate their leaders' actions and behaviors which are consistent with the findings of this study. Motivating strategies leaders can employ in the relevance category include:

- Clearly define the tasks and goals to ensure followers understand the connection between tasks and the organization's goals (Demerouti et al., 2001; Hughes et al., 2001).
- Leaders should help followers design tasks to align with their professional goals (Carland et al., 1995; Westlund & Hannon, 2008).
- Allow follows to choose some of their own tasks (Carland et al., 1995; Westlund & Hannon, 2008).
- Let followers have input into the design of their tasks (Demerouti et al., 2001; Hughes et al., 2001).

The *confidence category* is significant for both desired and actual motivation of followers. A leader's ability to build followers' self-esteem, through increased confidence, is viewed as vital. Consistency should also be maintained in order to produce ongoing

effort and to sustain interest. Further, Castelli's (2008) research showed that both interest and effort may decline for both groups if the leader fails to establish trust or undermines the capabilities of the followers' worth. Motivating strategies leaders can employ in the confidence category include:

- Leaders should encourage and promote creativity in task completion (Kea, 2008).
- Allow followers automony and input into how a task can be accomplished (Demeroutiet al., 2001; Kea, 2008).
- Provide opportunties to promote and build trust with followers (Castelli, 2008).
- Build followers' self-esteem with praise and positive feedback (Castelli, 2008).
- State requirements for success clearly (Castelli, 2008).
- Provide followers opportunties to succeed by providing required resources (Kunzmann et al., 2009).
- Serve as role models by encouraging participation, communication, image and perceptions, and the integration of values (Viinamäki, 2012a).
- Promote trust in followers by engaging in productive conflict. Conflict makes decision-making easier, since leaders know that they've heard the opinions of employees (Kraemer, 2011).

The *satisfaction category* is important in order to facilitate continuing motivation for both desired and actual motivation. Research by Graber and Kilpatrick (2008) showed that leaders who fail to reward followers or uphold the organization's values lead to lack of motivation, loss of job satisfaction, and commitment to the organization. Additionally, ensuring an appropriate workload is important to motivation. Results suggest that effort may be contingent upon the personal satisfaction obtained from the learning experience. Therefore, projects and tasks should be designed to meet the personal needs of the follower. Motivating strategies leaders can employ in the satisfaction category include:

- Set appropriate challenge levels including workload and acknowledge a job well done (Castelli, 2008). If the demands of the task, such as skills required, are beyond the capability of the follower, this could result in excessive psychological stress on the follower resulting in burn out or other negative results (Demerouti et al., 2001).
- Set specific difficult goals that meet SMART (specific, measurable, achievable, relevant, and time-based) criteria (Bibu & El Moniem, 2011; Morgan & Jardin, 2010).
- Assign tasks that meet followers' personal and professional growth goals (Carland et al., 1995; Reiss, 2004; Westlund & Hannon, 2008).
- Provide rewards that are of value to followers for meeting specific goals (Bibu & El Moniem, 2011; Morgan & Jardin, 2010).
- Uphold the organization's values and provide positive reinforcement for desired behaviors (Graber and Kilpatrick, 2008).

Table 6: **Top-Ranked ARCS Items and Motivation Actions**

ARCS Leadership Items	Leaders' Motivating Strategies	Literature Support
Attention (Top-ranked items)		
Makes me feel	Capture followers' attention by	Castelli, 2008

enthusiastic about my work. **Makes the work seem important.** **Makes me feel inquisitive about my work.**	providing challenging tasks. Consider interest of the follower's when assigning tasks. Use an interesting variety of coaching techniques that provide feedback on performance. Explain how followers' work contributes to organizational goals and objectives. Allow followers the opportunity share their experience and help others through coaching and mentoring. Help to view work as important.	Carland et al., 1995; Jelavic & Ogilvie, 2010; Reiss, 2004; Shek & Sia, 2007, Westlund & Hannon, 2008 Carland et al., 1995, Castelli, 2008, Fortune et al., 2005 Ambrose & Kulick, 1999, Hughes et al, 2002; Reiss; 2004 Carland et al., 1995; Castelli, 1994; Jelavic & Ogilvie, 2010; Reiss, 2004; Shek & Sia, 2007; Westlund & Hannon, 2008 Castelli, 2008; Fortune et al., 2005
Relevance (Top-ranked items)		
Allow time for implementation of direction given **Is flexible to meet my needs in work assignments.** **Have some input or choice in projects and assignments.**	Design tasks so that followers are able to achieve personal goals. Allow followers to choose some of their own tasks. Allow followers input into the design of the task. Allow followers to define the task goals.	Carland et al., 1995; Westlund & Hannon, 2008 Carland et al., 1995; Westlund & Hannon, 2008 Demeroutiet al., 2001; Hughes et al., 2001; Kamery, 2003 Demeroutiet al., 2001; Hughes et al., 2001
Confidence (Top-ranked items)		
Makes me feel I have the ability to succeed. **Whether or not I succeed is up to me.** **Direction is non-threatening.**	Provide opportunity to display creativity in task completion. Allow followers some input into how tasks are to be accomplished. Provide opportunity for autonomy in tasks. Build followers' self-esteem. Clearly state requirements for success. Provide followers opportunity to succeed.	Kea, 2008 Demeroutiet al., 2001; Hughes et al., 2001; Piccolo and Colquitt, 2006 Kea, 2008 Carland et al., 1995; Castelli, 2008; Jelavic & Ogilvie, 2010; Shek & Sia, 2007 Bibu & El Moniem 2011; Castelli, 2008 Castelli, 1994; Kunzmann et al., 2009
Satisfaction (Top-ranked items)		

Can set/achieve high standards of excellence.	Set appropriate challenge levels.	Castelli, 2008
	Set specific difficult goals.	Bibu & El Moniem, 2011; Morgan & Jardin, 2010
Helps me to accomplish my personal goals.	Goals that meet SMART (specific, measurable, achievable, relevant, and timely) criteria.	Bibu & El Moniem, 2011; Morgan & Jardin, 2010
Get enough recognition through feedback.	Assign tasks that meet followers' professional growth goals.	Carland et al., 1995; Westlund & Hannon, 2008
	Provide rewards that are of value to followers for meeting specific goals.	Bibu & El Moniem, 2011; Hughes, et al., 2001; Morgan & Jardin, 2010
	Provide positive reinforcement for desired behaviors.	Bass, 2008; Hughes, et al., 2012; Locke & Latham, 1990
	Assign appropriate workload.	Castelli, 2008
	Explain how tasks can help meet professional goals.	Hughes et al, 2002; Reiss; 2004

Limitations and Recommendations for Future Research

A variety of limitations constrain the results of this study. First, the nature of the study asks for perceptions. Followers are asked for their perceptions of their leaders' desired and displayed levels of effort. Therefore, the perceptions regarding one's work and the work of one's superior (leader), could bias perceptions and there may be a tendency to overestimate or underestimate another's efforts.

This study is a "snap-shot in time" of participants' perceptions. It is not known how participants' views might evolve over time. While analysis was conducted regarding perceptions versus age, these are still at a point in time. As an example, considering the extremes in age, participants in the 18–27 age group are from a very different generation from those in the 68-77 age group. There may be generational differences that were not considered. Similarly, the ages of participants are the time in position (experience) and there may be generational differences among those with differing time in their positions.

It was shown that level of education has significance in predicting the dependent variables. However, there may be other considerations with regard to education. It is not known if participants attended public or private universities or if this might have an effect on motivation. Additionally, how education was paid for was not considered. An individual who works full-time and attends university part-time may have an entirely different set of values (work ethic) than a person who attends university full-time. Similarly, a person who self-finances his or her education may have a different perspective than one who has outside financing — whether by an employer, scholarship, or other means. And, those with higher education may also be older and/or have more time in position and/or profession.

It is not known if the current economic climate might be impacting willingness to exert extra effort. In the midst of an extended period of high unemployment, there may be added incentives or pressures to exert extra effort due to fears of job loss. The same conditions could bias followers' perceptions of their leaders' motivating strategies and/or extra effort.

There was not consideration for added incentives for extra effort. Added incentives could be financial through immediate additional compensation or delayed additional compensation such as bonuses or stock options. Non-financial compensation may also be possible through additional time off or considerations for future advancement.

It was shown that desired motivation and/or actual motivation alone do not adequately act as predictors of either followers' self-reported extra effort or leaders' extra effort perceived by followers. It was also indicated that some demographic characteristics act as predictors of followers' self-reported extra effort or leaders' extra effort perceived by followers. There should be further study to determine the combined effects of multiple demographic characteristics.

Suggestions for future research include:

1. Repeat study from leaders' perspective in order to compare followers' and leaders' perspective on what constitutes effective motivation strategies and determine if there is a significant difference.
2. Repeat research with non-professionals in order to determine if professionals and non-professionals desire different motivation strategies.
3. Repeat with leaders of non-professionals to determine differences between leaders and followers.
4. Then compare this study with results of item 2 to determine if professionals and non-professionals differ in their desired motivation strategies.
5. Compare Items 1 and 3 to determine if leaders view effective motivation strategies of professional and non-professionals differently.
6. Investigate the impact of negative strategies such as leaders' threats and punishments.
7. Determine effects of extra effort over long time periods such as fatigue affecting quality of work produced.
8. Determine whether the level of concordance between desired motivation and actual motivation have any significant effect on extra effort.

Conclusion

First, it was shown that motivating strategies that followers desire are not being met by the motivation strategies that their leaders display. This finding indicates that leaders need to make a greater effort to understand what followers desire in motivation. Demonstrating the motivating strategies that followers desire could help followers to exert extra effort which may lead to improved performance in the workplace.

Second, this study showed the interactional effects of certain demographic characteristics on desired motivation, actual motivation, follower self-reported extra effort, and leader extra effort as perceived by followers. Knowing which follower demographics tend to exert extra effort may help leaders to determine which followers

need additional motivation and which followers will exert extra effort regardless of the level of motivation received. This can help leaders to devote their resources to the followers who require the most attention via motivating strategies.

Third, this study showed a significant positive relationship between followers' perception of leaders' extra effort and followers' self-reported extra effort. Additionally, it demonstrated a significant positive relationship between followers' self-reported extra effort and followers' perception of leaders' extra effort. These two findings indicate that a correlation between leader extra effort and follower extra effort. Therefore, one could conclude that a leader's extra effort is a predictor of a follower's extra effort and that followers' observation of leaders' behaviors may be sufficient motivation for some followers.

Fourth, followers look to leaders as role models for the organizations they serve. Therefore, it behooves leaders to practice the behaviors that they expect from their followers. Practicing values-based leadership – specifically encouraging open communications and feedback and increasing followers' self-confidence by building trust – helps promote an ethical work environment.

Two key contributions of this study that could be inferred from the results are that:

1. Leaders need to be more aware of motivating strategies that their followers desire and strive to meet them.
2. Leaders need to realize that their leadership status places them in a position of a role model where their followers may look to them as an example of how much effort to exert.

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