5-10-2000

What Motivates a Leader?: A Grounded Theory Study of Hagberg, Maslow, and MAL Alumni

Rita A. Wetzel
Augsburg College

What Motivates a Leader?

A Grounded Theory Study of Hagberg, Maslow, and MAL Alumni

Rita A. Wetzel

Augsburg College

Running Head: What Motivates a Leader?

MASTER OF ARTS IN LEADERSHIP

AUGSBURG COLLEGE

MINNEAPOLIS, MINNESOTA

CERTIFICATE OF APPROVAL

This is to certify that the Master's Thesis of

Rita A. Wetzel

Has been approved by the Review Committee for the Thesis requirement for the
Master of Arts in Leadership degree.

Date of Oral Defense _____ *MAy 10, 2000*

Committee: _____ *Rosemary Link* _____

Rosemary Link, Ph.D., Adviser

_____ *Vickie L. Olson* _____

Vickie Olson, Ph.D., Reader

_____ *Lyla Campbell* _____

Lyla Campbell, Reader

Dedicated to my adviser, my readers, and the MAL Alumni interviewees.

Your gifts of time, input, and encouragement

kept me energized, focused, and passionate.

Abstract

What motivates an individual to become a leader? Why do individuals want to influence and provide direction to others? What drives someone to be part of the leadership process? It is these questions that present the framework of this study.

More specifically, this grounded theory study will analyze the factors that motivate an individual to become a leader based on: Janet Hagberg's Leadership Model, the various writings of psychologist Abraham H. Maslow, and the data gathered from qualitative interviews with the Augsburg MAL Alumni.

This study used the grounded theory research model for data collection, coding, logging, and analysis, as well as, to facilitate the discovery and emergence of patterns and themes. Six common patterns and themes emerged from the data of Maslow, Hagberg, and the MAL. One of the patterns, a Leadership Profile, emerged which details the characteristics and attributes of a leader, as well as, how leaders go about getting things done. Five additional patterns and themes – vision, purpose, relationships, curiosity, and creativity – emerged that provide insight into what motivates someone to be a leader.

Table of Contents

Appendix

Bibliography

Summary of Exhibits

Chapter 1
Introduction

Purpose

What motivates an individual to become a leader? Why do individuals want to influence and provide direction to others? What drives someone to be part of the leadership process which:

- inspires cooperation among people who must compete for limited resources,

- promotes productivity within and beyond the organization, and

- works toward progress for the individual and the organization? (Augsburg College, 1999, on-line)

It is these questions that present the framework of this study.

Research Statement

This study will be conducted using the grounded theory research model, a model "for the discovery of concepts and hypotheses" (Glaser, 1992, p. 32) of motivational drivers for leaders. The three key sources that will be analyzed in this study are: Janet Hagberg's leadership model of Stages of Personal Power, the various writings of psychologist Abraham H. Maslow, and the Augsburg MAL, Masters of Arts in Leadership, Alumni. Data from these three sources will be collected, coded, and analyzed to identify the emergent "patterns, themes, or common categories" (Glaser, 1992, p. 261) of motivation for leaders. As such, the research statement for this study is:

What are the factors that motivate an individual to become a leader as identified by Janet Hagberg, Abraham H. Maslow, and Augsburg MAL Alumni?

Relevance to Leadership

What is the relevance of the three selected sources to leadership? First, Janet Hagberg's leadership model of Stages of Personal Power will be analyzed for concepts of motivation as they apply to leadership. This source was selected because of its emphasis on leaders moving through various stages of power, with the movement from one stage to the next requiring certain motivators. Second, Abraham Maslow's writings will be analyzed and critiqued. This source was selected because Maslow presents a positive framework for human motivation. And third, interviews will be conducted with a sample of Augsburg's MAL Alumni regarding motivation and leadership. Having completed the MAL curriculum, these individuals have an excellent academic background in leadership and presumably are also experienced in leadership. Thus, the intent of this research study is to find the connections between these three diverse sources in regards to motivational factors that influence individuals to become leaders.

Furthermore, why is it important to understand the forces that drive an individual into a leadership role? According to the leadership model described in the Augsburg's MAL literature, there are three attributes of effective leadership: sense of vision, orientation toward action, and a facility for persuasion. These three attributes also encompass ethical behavior, creativity, communication, cultural awareness, risk taking, and decisiveness. If this is an accepted leadership model, then are we not also compelled

to understand what motivates an individual to a point of being identified with these attributes and of embracing the behaviors and attitudes associated with them?

Understanding the value of both extrinsic and intrinsic motivators of leadership is also important according to Margaret Wheatley because:

> our attention is shifting from the enticement of external rewards to the intrinsic motivators that spring from the work itself. We are refocusing on the deep longings we have for community, meaning, dignity, and love in our organizational lives. (Wheatley, 1994, p. 12)

Furthermore, Stephen Covey argues that new attitudes need to be developed regarding the value of people and are applicable to employees and leaders alike:

> The first fundamental transformation of thinking required of American management is to develop new basic attitudes toward the intrinsic dignity and value of people, of their "intrinsic motivation" to perform to their maximum capabilities. (Covey, 1991, p. 264)

Therefore, understanding what motivates an individual to become a leader will only help us to better understand our organizational lives.

Definition of Terms

Within the context of this research study it is important to create a common foundation for understanding several terms that are used throughout the paper. The terms below, as well as others, are found throughout the paper, and can also be found in Appendix A, Definition of Terms.

> **Grounded Theory -** The grounded theory approach generates theory by the systematic collection and analysis of data [and] is a very powerful way to bring concepts of reality to a substantive area itself (Glaser, 1992, p.

14). [Additionally,] the goal of grounded theory is to generate a theory that accounts for a pattern of behavior which is relevant … for those involved (Glaser, 1992, p. 75).

Leader – [A leader] sees the larger context, looks for quality relationships with followers, holds dialogues, and thinks of ethical considerations (Habgerg, 1994, p. 151).

Leadership – According to William Foster, "leadership … is the ability of humans to relate deeply to each other in the search for a more perfect union. Leadership is a consensual task, a sharing of ideas and a sharing of responsibilities, where a 'leader' is for the moment only, where the leadership exerted must be validated by the consent of followers." (Smyth, 1989, p. 61)

Manager - Management makes the system hum, attends to facts, motivates others, completes projects in a timely fashion, controls budgets, connects systems, sets goals, and builds teams (Habgerg, 1994, p. 151).

Motivation - Motivation is the sincere desire to do superior work. … It comes from within and has no known limits. [Additionally, it] is the Genie in the bottle just waiting to be released to give us the power to do practically anything we want to do. (Gavin, 1998, on-line)

Organization of the Report

The remainder of the report is organized as follows:

- **Chapter 2 - Review of Related Literature** focuses on the writings of Janet Hagberg and Abraham H. Maslow.

- **Chapter 3 - The Methodology** explains the grounded theory research model and how it is applied to this study.

- **Chapter 4 - The Emergence of Patterns and Themes in Leadership and Motivation** discusses the findings of the study; that is, what concepts, patterns, and themes emerged from the data collection and analysis.

- **Chapter 5 - Summary of Other Findings** will identify any unexpected or unplanned results that surfaced during the study.

- **Chapter 6 - Summary and Suggestions for Additional Research** includes an overall summary of the research, suggestions for additional research, a discussion of shortcomings, and the implications that the findings of this study have for leadership.

Chapter 2
Review of Related Literature

Overview

The focus of the literature review is that of Maslow and Hagberg and how their theories define and position motivation and leadership. This chapter has the following areas of emphasis:

- To identify the perspectives of Maslow and Hagberg in regards to motivation.

- To identify the perspectives of Maslow and Hagberg in regards to leadership.

- To identify the research that has used both Maslow and Hagberg as sources.

- To identify the shortcomings or criticisms of the theories of Maslow and Hagberg.

The Writings of Abraham H. Maslow

Background

Through his many writings, Abraham H. Maslow "has made a case for natural, human goodness. … [and Maslow believes that man] has the capacity to be … efficient, healthy and happy" (http://pr.erau.edu/~bennett/maslow.html, on-line). That is, his research and studies form a "more positive framework for human motivation and human potential" (Maslow,1998, p. xix) and is known as humanistic psychology. The foundation of humanistic psychology is that "people are basically trustworthy, self-protecting, and self-governing [and that] humans tend toward growth and love" (Gwynee, 1997, on-line).

In their work to bring Maslow's concepts to today's leaders, Deborah C. Stephens and Gary Heil assert that "Maslow's ideas about work [and] self-actualization ... are some of the most profound thinking we have discovered in nearly 20 years of studying leaders" (Maslow, 1998, p. xv). By bringing Maslow's concepts forward once more, it remains clear that:

> people spend too many hours in organizations and institutions that do not support them in reaching their true potential. We believe this should be as much a driving force as financial management, product development, return on investment, and all of the other indicators we put into place to measure success. (Maslow, 1998, p. xvi).

Furthermore, Maslow's most "defining work was perhaps his development of the hierarchy of needs" (Maslow, 1998, p. xx). He defined these needs, these varying motivational forces, as physiological, safety, social, self-esteem, and self-actualization. The first four are frequently referred to as deficiency needs, *d-needs*, while the fifth is a being need, *b-need*. Maslow's Hierarchy of Needs is depicted in Exhibit A.

Exhibit A – Maslow's Hierarchy of Needs
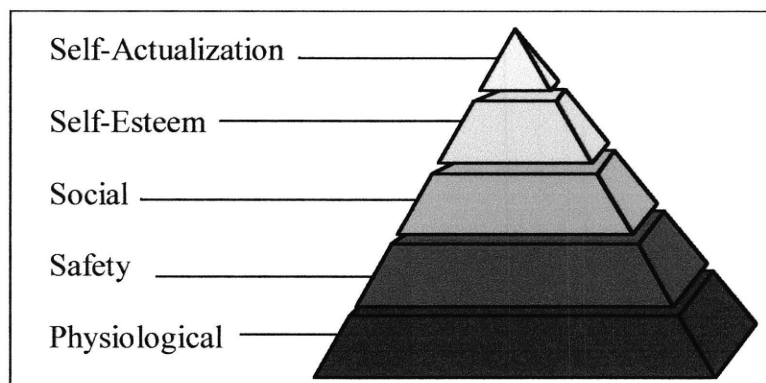
Characteristics of each of these needs are summarized as follows:

Physiological - food, thirst, sleep, health, exercise, sex

Safety - security, protection, comfort, peace, order

Social - acceptance, belonging, love, affection, participation

Self-Esteem - recognition, praise, leadership, achievement, competence, strength, intelligence

Self-Actualization -fulfillment of potential, challenge, curiosity, creativity, aesthetic appreciation

Maslow and Motivation

A detailed description of the hierarchy of needs can be found in Appendix B while Maslow's overarching views of motivation are discussed here.

Maslow's motivational focus is that of gratification. That is, humans seek what they are lacking or what they are in need of. Furthermore, Maslow contends that "motivation is constant, never ending, fluctuating, and complex, and that it is an almost universal characteristic of practically every orgasmic state of affairs" (Maslow, 10970, p. 24). To fully understand humans, their highest aspirations must be embraced and encouraged as these needs are the essence of one's life: "the pursuit and gratification of the higher needs lead to greater, stronger, and truer individualism" (Maslow, 1970, p. 100). That is, as a need is satisfied, it no longer serves as a motivational factor to the individual. However, this satisfaction or gratification then allows for a new, higher need to emerge which then becomes the source of motivation. Additionally, "in most persons, a single primary all-important motive is less often found than a combination in varying amounts of all motivations working simultaneously" (Maslow, 1970, p. 3).

As an individual progresses through the hierarchy towards self-actualization, Maslow asserts that this "pursuit and gratification of the higher needs leads to greater, stronger, and truer individualism" (Maslow, 1970, p. 100). That is, self-actualizing subjects

> no longer strive in the ordinary sense, but rather develop. They attempt to grow to perfection and to develop more and more fully in their own style. The motivation of ordinary men is striving for the basic need gratifications that they lack. But self-actualizing people in fact lack none of these gratifications; and yet they have impulses. They work, they try, and they are ambitious, even though in an unusual sense. For them motivation is just character growth, character expressing maturation, and development; in a word self-actualization. (Maslow, 1970, p. 159)

Maslow and Leadership

Maslow argues that the best managers within an organization are those that

> increase the health of the workers whom they manage. They do this in two ways: one is via the gratification of basic needs for safety, for belongingness, for affectionate relationships and friendly relationships within their informal groups, prestige needs, needs for self-respect, etc.. The other is via the gratification of the metamotivators or the metaneeds for truth and beauty and goodness and justice and perfection and law, etc. (Maslow, 1970, p. 75)

Maslow refers to his ideal leaders as "B-leaders." B-leaders are "being leaders" in that all of their lower needs have been gratified and have minimal impact on their daily lives. That is, a B-leader is

one who has all of his basic needs gratified, that is, the needs for safety, for belongingness, for loving and for being loved, for prestige and respect, and finally for self-confidence and self-esteem. This is the same as saying that the closer a person approaches toward self-actualizing, the better leader or boss he [or she] is apt to be in the general sense of the largest number of situations. (Maslow, 1965, p. 131)

This also implies that B-leaders are motivated by the larger dimensions of life - injustice, unfairness, untruth - and want to make the world a better place. In contrast D-leaders, "deficiency leaders" do not have their lower level needs satisfactorily met, are motivated by power and control over others and are self-seeking; whereas, B-leaders have a sense of responsibility to others, are modest and humble, and have no need to order or boss people around. The B-leader is more like a quarterback who calls the signals, coordinates and organizes the activities, and serves the group.

Maslow also subscribes to an overall "enlightened management policy" for the work environment which he defines as

an attempt to satisfy the higher needs in the work situation, in a non-monetary way, that is, to have the work situation give intrinsically higher need satisfaction. (Maslow, 1970, p. 208)

According to Maslow, a leader who follows an enlightened management philosophy becomes a "healthier person, a more lovable, more admirable, more respect worthy, more attractive, friendlier, kinder, more altruistic, more admirable kind of person" (Maslow, 1970, p. 79).

Criticisms of Maslow

Maslow acknowledged that more studies were needed to validate his model, including cross-cultural studies, cradle-to-grave studies, and studies based on a sampling of total population. His studies used the equivalent of Olympic gold medal winners and Maslow was keenly aware that these subjects were not adequate for scientific validation. That is, Maslow, himself, understood that his theories needed to be proved with empirical evidence.

> He was well aware that his theory about the "best of humanity" suffered from methodological flaws. Yet he had become ever more convinced of its intuitive validity, that self-actualizers provide us with clues to our highest innate traits: love and compassion, creativity and aesthetics, ethics and spirituality. (Hoffman, 1992, on-line)

Furthermore, a key principle of Maslow's hierarchy of needs is that "human beings arrange themselves in hierarchies of prepotency" (Maslow, 1973, p. 153). However, scientific validation of this theory has been difficult to achieve:

> It is fair to say that this theory has been quite successful in a clinical, social and personological way, but not in a laboratory and experimental way. It has fitted very well with the personal experience of most people, and has often given them a structured theory that has helped them to make better sense of their inner lives. … And yet it still lacks experimental verification and support. I have not yet been able to think of a good way to put it to the test in the laboratory. (Maslow, 1970, p. xii)

Moreover, the hierarchy of needs is often interpreted as having a fixed and rigid order through which one must progress. However, "it is not nearly so rigid as we may have implied. It is true that most … [people] seemed to have these basic needs in about

the order that has been indicated. However, there have been a number of exceptions" (Maslow, 1970, p. 51). For example, self-esteem may be more important than social needs and represents the most common reversal of the hierarchy. According to Maslow, if an individual who has his or her social needs satisfied, then they can emerge as a strong person who can inspire respect and self-confidence. However, an individual lacking a fulfillment of their social needs may act confidently as "they seek self-assertion for the sake of … [acceptance] rather than for self-esteem itself" (Maslow, 1970, p. 52).

Another exception to the hierarchy noted by Maslow are the "ones that involve ideals, high social standards, high values, and the like. With such values people become martyrs; they will give up everything for the sake of a particular ideal or value" (Maslow, 1970, p. 53).

These criticisms are certainly valid and this study acknowledges them. On the other hand, it is also believed that Maslow's positive approach to human behavior and motivation can provide a number of insights into why someone is driven to become a leader. Likewise, Hagberg maintains that "each person moves [thorough her six stages] in the same sequence" (Hagberg, 1994, p. xxv) and similar criticisms can be made of her stage theory. Therefore, both Maslow's hierarchy and Hagberg's stage theory, within the context of this research, are viewed from the perspective of a plausible models, plausible frameworks. That is, they are models and tools that provide a framework, which facilitates the analysis of motives, the examination of expectations, and the identification of contradictions and exceptions.

The Writings of Janet Hagberg

Background

In her leadership model, Stages of Personal Power in Organizations, Janet Hagberg maintains that power is more than external power identified by position, status, title, expertise, and the span of control one has over people and money. She advocates that individuals must grow beyond these traditional forms of power and become personally and internally powerful. That is, being a leader is neither a job nor a position within the organization; rather being a leader is about the inner self and about one's attitude. This inner power is developed through reflection, introspection, struggles, and the identification of one's life purpose. That is, "personal power is the extent to which one is able to link the outer capacity for action (external power) with the inner capacity for reflection (internal power)" (Hagberg, 1994, p. xxi). Furthermore, Hagberg maintains that leaders must understand both types of power in order to develop effective relationships with their personnel, as well as, and most importantly, to develop an effective relationship with one's own self. That is, "our drive for power is often in direct conflict with our need to belong" (Glasser, 1984, p. 11). Thus, understanding the stages of power allows the leader to also deal with issues of belonging, isolation, and being comfortable with quiet and solitude.

Janet Hagberg's stages of power are: powerlessness, power by association, power by symbols, power by reflection, power by purpose, and power by gestalt. The first three are the "building up" stages during which individuals work on "getting to know who you want to be, acquiring basic self-esteem, feeling good and confident, seeking recognition and affirmation" (Hagberg, 1994, p. 61). On the other hand the last three stages are a

time of intense personal questioning and introspection. Also, the first three stages result in tangible rewards, whereas, the last three are identified by intangible ones.

Additionally, there is a natural evolution as a leader cycles from one stage to the next. However, individuals can become stuck at a particular stage. They can not move because they can not overcome certain obstacles. They can not move because they are paralyzed by the fear of letting go of the familiar to make room for something new and unfamiliar in the next stage. In addition to the "techniques to move onto the next stage" listed in Exhibit B – Part 2, Hagberg also suggests that the true leader must become adept at the following in order to transition through the stages and to avoid becoming stuck and stagnant:

- A true leader must be accountable

- A true leader must assess their journey

- A true leader must practice vulnerability

- A true leader must play without feeding one's addictions

- A true leader must experience solitude regularly

- A true leader must try new artistic endeavors

- A true leader must travel as far from home as possible

- A true leader must take spirituality seriously

- A true leader must find a mentor at the fringe

- A true leader must find peace and intimacy in your relationship without avoiding conflict

- A true leader must embrace one's shadows and childhood wounds

- A true leader must discover your passion

- A true leader must accept one's calling

Furthermore, in each stage a leader uses different motivational tactics when it comes to leading their personnel and they, themselves, are motivated or driven by different factors as they proceed through the stages. There are many facets to Hagberg's model as shown in Exhibit B. Part 1 of Exhibit B depicts her model while part 2 is a textual summary. A detail description of the six stages can be found in Appendix C.

Exhibit B – Part 1

Hagberg's Model of Leadership

**Move Up
(Skill &
Experience)**

**Move In
(Courage)**

**Move
Beyond**

Start

adapted from Janet Hagberg
(Hagberg, 1994, p. 231)
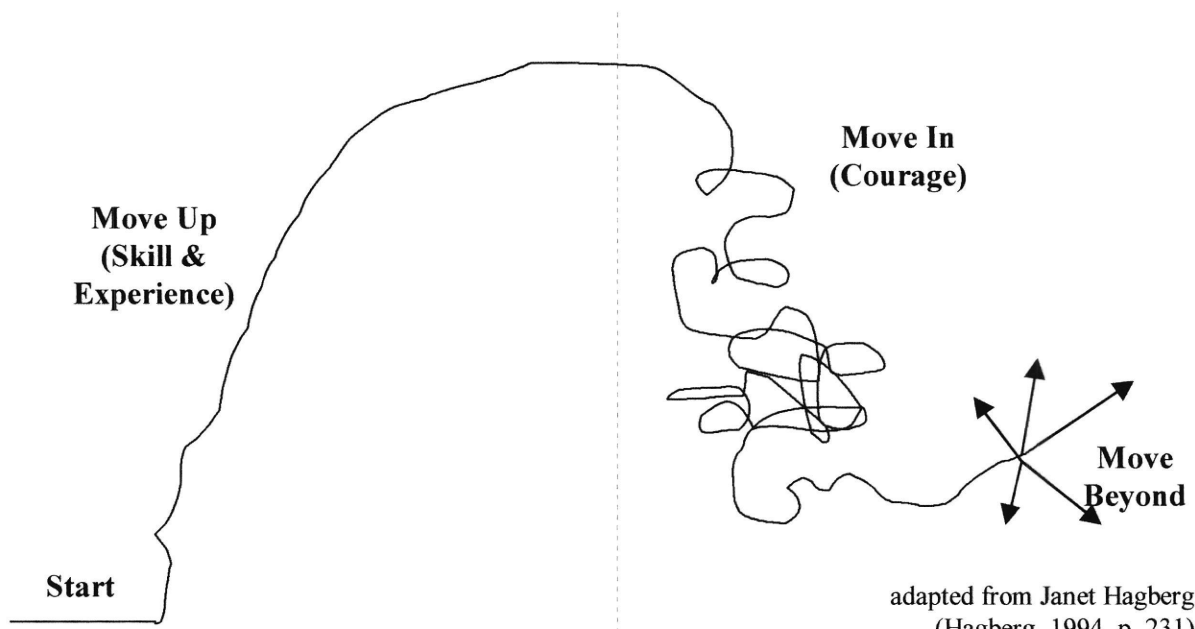
Powerlessness ⇒ Association ⇒ Symbols ⇒ Reflection ⇒ Purpose ⇒ Gestalt

Exhibit B – Part 2
Summary of Janet Hagberg's Model of Leadership and Power

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Power	Powerlessness	Association	Symbols	Reflection	Purpose	Gestalt
Leads By	Force	Seduction & Deals	Persuasion	Modeling Integrity	Empowerment	Being
Inspires By	Fear	Dependency	Winning Attitude	Hope	Love and Service	Inner Peace
Motivates By	Fear	Learning	Rewards	Process	Empowerment	Service
Manages By	Muscling	Maneuvering	Monitoring	Mentoring	Moseying	Musing
Barriers to Moving to Next Stage	Fear of Physical Abuse. Fear of Failure. Fear of Disapproval.	Resistance to the "shadow," the unjust, the unfairness of the world.	Not aware of "something more." Comfortable with status quo. Likes material possessions.	Hasn't asked "*why am I here*" or "*what is my purpose*." External recognition still important	Lack of faith in self. Giving up things that have worked long hard for.	--
What provides motivation to move onto next stage	Self-esteem. Development of Skills. Taking Responsibility. Confronting Fears and Abuse.	Self-confidence. Risk-taking. Accepting more Responsibility. Demonstrating Competence.	Learning to be Alone. Learning to Reflect. Trying New Things. Challenging Status Quo. Concentrates on the Present.	Crisis of the Ego. Letting go of Control & Planning. Concentrating on Benefits to Others. Forgiving Others.	See Life as a True Mystery. Understands role of Death in Life. Learning and Accepting Other Ways.	Humanness
Techniques to move onto next stage	Find allies. Get support. Get new skills. Change jobs.	Find a mentor. Get feedback. Develop networks.	Learn to be alone. Try new things. Concentrate on the present. Reflect on the future.	Forgive others. Experience the loss of "me." Have long silent times. Let go.	Learn individual ways.	--

Hagberg and Motivation

Hagberg describes leadership as a journey through the different stages of her model. Generally speaking, individuals are motivated by different things depending upon the stage they are in. According to Hagberg's model:

In Stage 1, powerlessness, individuals are motivated by fear.

In Stage 2, power by association, individuals are motivated by learning.

In Stage 3, power by symbols, individuals are motivated by rewards

In Stage 4, power by reflection, individuals are motivated by the process

In Stage 5, power by purpose, individuals are motivated by empowerment.

In Stage 6, power by gestalt, individuals are motivated by service.

Hagberg argues that "people at different stages of power need to be motivated and managed in different ways" (Hagberg, 1994, p. 175). While she maintains that people are most comfortable at a "home stage" she also advocates that they may operate in multiple stages depending upon the situation. Thus "the real challenge [for leaders] … is to manage [and motivate] people at their home stage but also to encourage them to consider developing further" (Hagberg, 1994, p. 181).

In the building up stages of Hagberg's model, the first three stages, individuals, as well as leaders, overcome barriers to moving to the next stage through various motivators, including: self-esteem, skill development, risk taking, acceptance of responsibility, and trying out new things. Likewise, movement through the last three stages of her model are overcome through another set of motivators, including: letting go of control, service to others, accepting other ways and other styles, and seeing life as a true mystery.

Hagberg and Leadership

From Hagberg's perspective "… true leadership does not begin until the later stages" (Hagberg, 1994, p. ix) of her model and "… true leadership … allows you to go beyond ego and gender to lead from your soul" (Hagberg, 1994, p. xv).

Hagberg defines leadership simply as "the way in which people get things done" (Hagberg, 1994, p. 20) and describes effective leadership as "enabling others to maximize their contribution" (Hagberg, 1994, p. xvi). She also makes a distinction between a manager and a leader:

> Management makes the system hum, attends to facts, motivates others, completes projects in a timely fashion, controls budgets, connects systems, sets goals, and builds teams. Leadership, on the other hand, sees the larger context, looks for quality relationships with followers, holds dialogues, and thinks of ethical considerations. (Habgerg, 1994, p. 151)

Hagberg has identified the major characteristics of a *true* leader. *True* leaders:

- follow a vision

- have a purpose

- empower others

- have balance in their life among work, community, and family

- can be vulnerable and reflective

- treat all as equals

- ask why, not how

- have a spiritual connection to power within and beyond

- see the bottom line as a means to a larger organizational purpose

- live with integrity as their hallmark

In other words, "leadership always comes back to the issue of character, of deep foundational values" (Hagberg, 1994, p. xvi).

Criticisms of Hagberg

Similar to Maslow's prepotency orientation, Hagberg believes that "not all people stay in each stage the same length of time nor move through them in the same way, but each person moves in the same sequence" (Hagberg, 1994, p. xxv). This is predicated on her theory that "each stage, in fact, leads by a natural evolution into the next, although some stages are more comfortable for individuals than other stages" (Hagberg, 1994, p. xxv).

Even though Hagberg's model is based on fifteen years of research in organizations and is the result of observing, dialoguing, and interviewing "hundreds of minds," she is still not satisfied that it is complete. Despite all of this research, Hagberg still solicits her readers to do more research so that her model can be validated or refined:

> As a researcher or student of power, you will find in the model a wealth of opportunity for further study and research. I welcome others to further refine the model so it can become more understandable and useful. I value comments and suggestions on the model from anyone. (Hagberg, 1994, p. xi)

It could, therefore, be argued that given Hagberg herself is not satisfied with the results after a number of years of research with hundreds of individuals, her theory then may be flawed and unsuitable for the basis of this particular study.

Hagberg's framework of presenting her findings is that of stages: "although my application of stage theory to the specific concept of power is a new application, stage theory itself has been around for a long time. (Hagberg, 1994, p. xiii) Stage theory is predicated on "preceding in steps or stages producing qualitative change from one stage to the next" (Boyd, 1999, on-line). This is in contrast to a series of gradual and continuous changes overtime. The drawbacks of stage theory include: 1) determining the stages themselves, 2) discovering the patterns of transition from one stage to the next, and 3) discovering the conditions for moving from one stage to the next. Despite these drawbacks, stage theory is a model that has been used by many renowned researchers, including:

- Erick Erickson who developed the psychosocial life span theory which identifies the "developmental progression of the human life cycle through eight stages from infancy to old age" (Monte, 1995, p. 260).

- Jean Piaget who formulated the "cognitive developmental theory [which is] based on the assumption that development is a construction process in which children build ever more complex cognitive structures through their reciprocal interaction with the environment" (Guske, 1998, on-line).

- In his moral development theory , Lawrence "reasoned that … upon realization of the inferiority of a stage, [moral thought] would be integrated into a higher, cognitively and morally more adequate stage" (Guske, 1998, on-line).

This study acknowledges these shortcomings and drawbacks of stage theory. On the other hand, stage theory has been a useful framework used by many theorists in putting forth their findings despite its pitfalls.

Previous Research Using Hagberg and Maslow

The literature review for this project also included the identification of previous research that included references to both Hagberg and Maslow. The bibliography in Janet Hagberg's *Real Power: Stages of Personal Power in Organization* lists only one of Maslow's works: *Religions, Values, and Peak Experiences.* In this book, Maslow wrote:

> but as I gathered information, and as I became more skillful in asking questions, I found that a higher and higher percentage of my subjects began to report peak-experiences. [However,] any person whose character structure … forces him to try to be extremely or completely rational or "materialistic" or mechanistic tends to become a non-peaker. (Maslow, 1964, p. 22)

However, upon *cursory* examination it is not evident as to where Hagberg incorporates the peak-experience concept into her model or into which stage(s).

Hagberg co-authored a book entitled *The Inventurers.* The theme of this book is:

> life and career renewal [which means] the "process" of periodically reassessing your lifestyle and workstyle in order to reflect and focus on new options which might make you more satisfied. (Hagberg, 1982, p. xii)

In this book she briefly reviews Maslow's hierarchy of needs and then maps them to her concepts of job, vocation/career, and lifestyle. This mapping, however, does not specifically address the leader, leadership, or motivation. The mapping is as follows:

```
┌─────────────────────────────────────────────────────────────────┐
│ Maslow ─────────────────────────────────────► Hagberg            │
│                                                                   │
│ Self-Actualization ──► "Being Needs" ──────────► Lifestyle        │
│                                                                   │
│ Self-Esteem ──────┐                                               │
│                    ├─► "Doing Needs" ──────────► Vocation/Career  │
│ Recognition ──────┘                                               │
│                                                                   │
│ Safety/Security ──┐                                               │
│                    ├─► "Having Needs" ─────────► Job              │
│ Physiological ────┘                                               │
└─────────────────────────────────────────────────────────────────┘
```
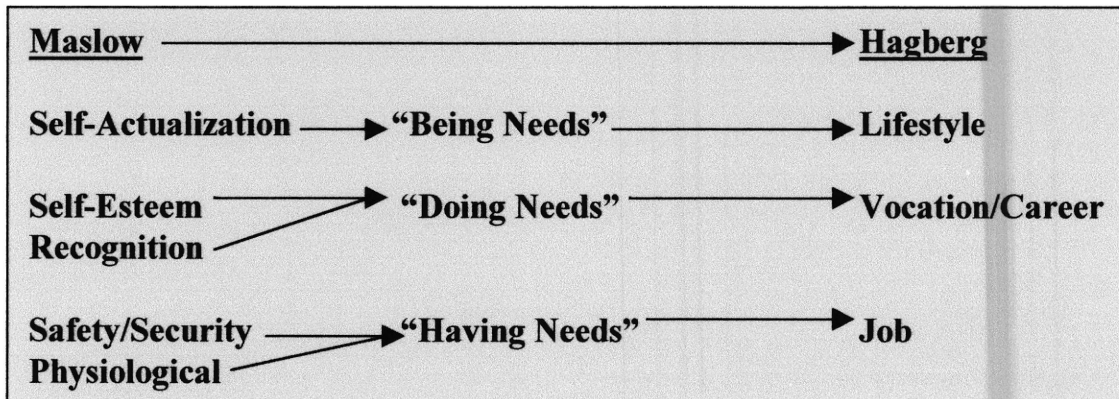
Additionally, the Internet was searched using the combined keywords of "Maslow" and "Hagberg" in five different search engines: AltaVista, Hotbot, Yahoo, Excite, and Go. Only two articles were found that included both of these keywords. In the first electronic reference, Dempsey equated Hagberg's sixth stage, power by gestalt, to Maslow's self-actualization:

> The last stage of power is what Hagberg calls power by gestalt. It encompasses all of the other stages and can best be described as that which is achieved by a person who has achieved their maximum status and potential within an organization. The simplest illustration might be to analogize this stage with Maslow's stage of self actualization. (Dempsey, 1992, on-line)

However, this is the only reference.

In the second electronic reference, Holder references Maslow specifically in terms of peak experiences in his article, *Leaders and Visions: The Unfoldening of Wholness*;

however, no specific reference is made to Hagberg even though her Stages of Personal Power book is listed in the bibliography.

In addition to the Internet searches, the InfoTrac Search Bank was also searched. The following electronic reference databases were searched with the combined keywords of "Hagberg" and "Maslow" and no matches were found:

- General Reference (Magazine Index) 1980- Feb. 1999

- Expanded Academic File 1980 - Feb. 1999

- Business and Company Index 1980 - Feb. 1999

- PsycINFO 1984 - Feb. 1999

The literature review has revealed that minimal research has been undertaken combining both Maslow and Hagberg. The purpose of this research is to better understand what it is that motivates someone to become a leader. Therefore, it is entirely possible that a new understanding, a new perspective, a new point of view can be gained by comparing and contrasting Maslow's theories on motivation and on leadership that were developed in the 1960's with Hagberg's thirty-some years later.

Chapter 3
The Methodology

Introduction to Grounded Theory

This research study employs the grounded theory model "for the discovery of concepts and hypotheses" (Glaser, 1992, p. 32). Grounded theory is about making connections and about identifying patterns. In this study grounded theory methods were applied to learn about the connections and patterns regarding what motivates someone to become a leader using data from Maslow, Hagberg, and MAL Alumni.

According to Glaser, "most ideas are already known in some way - but new connections between conceptual ideas" (Glaser, 1992, p. 29) can be discovered through grounded theory which is "based on emergent patterns" (Glaser, 1992, p. 85). This discovery occurs through constant comparing, coding and analyzing. In other words,

> the grounded theory approach generates theory by the systematic collection and analysis of data [and] is a very powerful way to bring concepts of reality to a substantive area itself (Glaser, 1992, p. 14). [Additionally,] the goal of grounded theory is to generate a theory that accounts for a pattern of behavior which is relevant … for those involved (Glaser, 1992, p. 75).

The ground theory model, as applied in this study, is depicted in Exhibit C and is representative of the research question: What are the factors that motivate an individual to become a leader as identified by Janet Hagberg, Abraham H. Maslow, and Augsburg MAL Alumni? The emergent patterns, the unproved theories, the intersection of Maslow, Hagberg, and the MAL Alumni, which are discovered in this study will be discussed in Chapter 4. The systematically applied methods of grounded research to this research are discussed in more detail in the remainder of this chapter.

Exhibit C – Grounded Theory Representation of Emergent Patterns
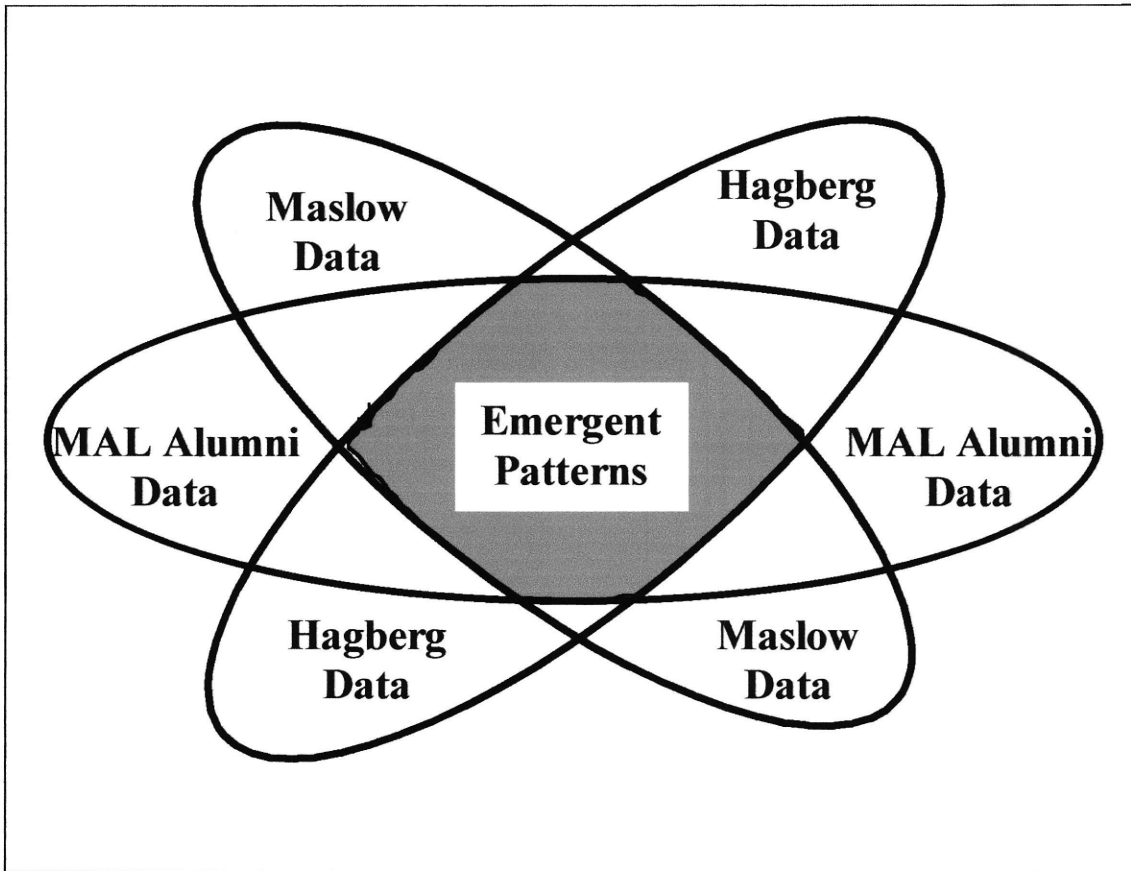
Logging Hagberg and Maslow

Because a great deal of information is generated in grounded theory research the amassed data must be logged in order to facilitate systematic analysis. According to Lofland, "The logging record is, in a very real sense, the data [and the] recording task is the crucial aspect" of the research (Lofland, 1995, p. 67).

Nearly 600 pieces of relevant data on leadership or motivation were found from the books authored by Hagberg and Maslow. This data was logged and coded to facilitate the analysis of patterns and themes using the following scheme:

- A record number used for tracking purposes.
- A one or two word short description describing the concept being logged.
- The textual contents of the concept.
- If applicable, Maslow's Need or Hagberg's Stage that is referenced.
- The reference and page number for the concept.

The complete logging record used for Hagberg's and Maslow's writings is found in Exhibit D below. Appendix D contains an example of the data collected from Maslow's and Hagberg's writings.

Exhibit D - Data Logged for Writings of Hagberg and Maslow

Data Item	Content
Record Number	A tracking mechanism
Short Description	A one or two word description of the concept being logged.
Concept	The text of the concept that is being logged.
Need/Stage	If applicable, Maslow's Need or Hagberg's Stage that is referenced.
Reference Number	A number assigned to each source.
Page Number	The page number where the text for the concept is located.

MAL Alumni Interviews

Qualitative interviews were also conducted with 8 Augsburg MAL Alumni who agreed to be part of this study. These individuals have an excellent academic background in leadership because they have completed the MAL curriculum. They also hold management and leadership positions within their organizations.

As outlined in the IRB proposal (Approval Number 99-40-2) for this study, the Augsburg MAL Alumni Directory was used as the source for identifying individuals.

There are approximately 90 individuals currently listed in the directory. Systematic sampling techniques (Babbie, 1991, p. 191 - 192) were used to select individuals for the interviews with the goal of interviewing 8 - 10 alumni for the study. An introductory letter (Appendix F) introducing the research was sent to them. Each interviewee was also asked to sign a consent form (Appendix G) prior to the interview itself. This introductory information was sent to a total of 13 alumni. 8 alumni agreed to be interviewed. The remaining 5 either declined to be interviewed or did not respond to follow-up phone calls. Those who were interviewed currently hold a variety of leadership positions in the following segments of the workforce:

- Academia

- Government Agency

- Large Public Corporation

- Military

- Non-profit Organization

- Small Business – Partner

The interview was conducted using an interview guide (Appendix H). This is a "list of questions or issues that are to be explored in the course of an interview … and serves as a basic checklist during the interview to make sure that all relevant topics are covered" (Patton, 1982, p. 163). Furthermore, "the interview guide helps make interviewing across a number of different people more systematic and comprehensive" (Patton, 1982, p. 163). The interviews ranged from 1 hour to over 2 hours in length. After the interview, the interview notes were coded. The information will not be traceable

back to a specific interviewee, as an insignificant identification code will be assigned to each interview. Each of these identifications will be a random number selected from the list published in Babbie's *Basics in Social Research* (Babbie, 1991, p. 433).

Logging the MAL Alumni Interviews

Approximately 400 pieces of relevant data was collected from the MAL Alumni interviews. This interview data was also logged and coded to facilitate the analysis phase using the following scheme:

- A record number used for tracking purposes.
- A one or two word short description describing the concept being logged.
- The concept referenced in the interview.
- The interview ID.

The complete logging record used for the MAL Alumni interview follows in Exhibit E. Appendix E contains an example of the data collected from the interviews.

Exhibit E - Data Logged for MAL Alumni Interviews

Data Item	Content
Record Number	A tracking mechanism
Short Description	A one or two word description of the concept being logged
Concept	Interviewee quote or a summary of the concept that is being logged.
Interview ID	The interview id assigned to this interview.

Data Analysis

Grounded theory is heavily dependent upon systematic coding. During the coding and analysis cycles, comparisons, evaluations, and connections are constantly made with

the data. This then, in turn, allows for the emergence of the patterns and themes. This is analogous to "the field worker's *derivative ordering* of the data" (Lofland, 1995, p. 181).

Importance of Coding

Miles and Huberman emphatically state that "coding is analysis. … Codes are tags or labels for assigning units of meaning to … information compiled during a study" (Miles, 1994, p. 56). According to Lofland, coding is the "core physical activities of developing analysis" (Lofland, 1995, p. 186).

Coding allows the researcher to ask the following questions during the analysis phase:

- What is the category that this item belongs to?
- This item is an instance of what category?
- This item is about what?

Answering these questions is part of the analysis from which the emergent patterns of motivation and leadership will arise. According to Charmaz, coding allows groupings of information, patterns and themes, to naturally flow from the raw data using a systematic process.

> Codes then serve as shorthand devices to *label*, *separate*, *compile*, and *organize* data … Codes [also] serve to summarize, synthesize, and sort many observations made of the data. By providing the pivotal link between the data collection and its conceptual rendering, coding becomes the fundamental *means* of developing the analysis. (Charmaz, 1983, p.)

Analysis Process

Because "the result sought in grounded theory is a small set of highly relevant categories" (Glaser, 1992, p. 42), "the grounded theorist simply codes for categories and properties and lets whatever theoretical codes emerge where they may" (Glaser, 1992, p. 63). Core categories emerge during the analysis process. They do not need to be forced because, as Glaser states, "discovering the core category is automatic. After sufficient coding and analysis the core emerges" (Glaser, 1992, p. 78). Furthermore, "once our attention is fixed on a category, we begin to examine and discover emergent properties about the category by constantly coding and analyzing" (Glaser, 1992, p. 39). It is "through constant comparisons [that] common incidences and patterns are searched for so that these incidents can be seen as interchangeable indices for the same concept" (Glaser, 1992, p. 40). That is, conceptual meanings to the patterns of life also emerge and are recognized. In other words, "meaning emerges just as categories and properties do" (Glaser, 1992, p. 56).

Example of the Process

Appendix D and Appendix E are examples of the coded data from Maslow, Hagberg, and the MAL Alumni. Once the data was collected, coded, and logged, then the short descriptions were analyzed for consistency. In the initial coding process, different, yet, similar, descriptions were used to describe and reference concepts that were related to each other. As the analysis process evolved, the short descriptions were normalized to a single, consistent short description for a given category. That is, the short descriptions became the codes that "serve as shorthand devices to *label*, *separate*, *compile*, and *organize* data" Charmaz, 1983, p.)

For example, consider the following short descriptions that were originally used:

- American Culture

- Culture

- Blackfoot Indians

- Other Cultures

- Cultural Influence

- Ikiru (Japanese)

During the analysis of the detailed concepts associated with each of these short descriptions it became apparent that all of these entries focused on the theme or category of *culture*. Thus, the short descriptions were changed to the normalized code of "culture." Once this was completed, a focused analysis of the culture-related entries was then conducted to discover the patterns regarding culture from the combined perspective of Maslow, Hagberg, and MAL Alumni. This final analysis is found in Chapter 6, Summary and Suggestions for Additional Research.

Similarly, the list of short descriptions below were normalized into the *relationship* category with the results of the detailed analysis available in Chapter 4, The Emergence of Patterns and Themes in Leadership and Motivation.

- Affectionate Relations

- Interrelations

- Belongingness

- Human Family

- Connections

- Humane & Respectful Treatment

- Love

- Give/Receive

- Interpersonal Relationships

Results of the Process

After the analysis was completed six major patterns, themes, and categories

emerged from the data. These patterns, along with their sub-categories, are listed here:

Emergent Pattern, Themes	**Sub categories**
Profile of a Leader	Attributes & Characteristics
	Getting Things Done
	Maslow Need & Hagberg Stage:
	Where Are Leaders Found?
Vision	Vision Defined
	Achieving the Vision
Purpose	Purpose Defined
	Impact on the Leader
Relationships	Satisfying the Need to Belong
	Achieving Good Relationships
	Outcomes of Better Relationships
Curiosity	Curiosity Defined
	Impact on the Leader
Creativity	Creativity Defined
	Impact on the Leader

In addition to the patterns and themes above, which fully emerged during the analysis of the data, the following themes began to emerge yet did not have sufficient data to be fully developed within the parameters of this study. These themes are being recommended as topics for additional research in Chapter 6.

- Culture

- Spirituality

- Personal Values

Chapter 4
The Emergence of Patterns and Themes in Leadership and Motivation

Overview of the Emergent Patterns and Themes

In the Webster's New World Dictionary, motive is defined as "an inner drive [or] impulse, … that causes one to act in a certain way" (Webster, 1967, p. 489). Gavin describes motivation as

> the sincere desire to do superior work. It is the want to factor that
> multiplies the power of can-do skills. It comes from within and has no
> known limits. [Additionally, it] is the Genie in the bottle just waiting to be
> released to give us the power to do practically anything we want to do.
> (Gavin, 1998, on-line)

Additionally, the MAL Alumni defines motivation as something that comes from within, as something that must come from the heart, as something that is very much part of the self. Motivation, thus, comes from within and manifests itself within the leader. The MAL Alumni also views motivation as a positive force that moves things forwards.

This study focuses on the leader's inner drives, impulses, and motives that emerged from the data of Maslow, Hagberg, and MAL alumni. That is, this study, using these three diverse resources, will strive to answer the question: *What motivates a leader?* To that end, six patterns emerged during the coding, categorization, and analysis of the data of Maslow, Hagberg, and MAL Alumni. One pattern lays out the profile of a leader while the other five provide insight into the inner drives and motivations of the leader. These emergent patterns are:

- The Profile of a Leader

- Vision

- Purpose

- Relationships

- Creativity

- Curiosity

Emergent Pattern: The Profile of a Leader

Overview

During the discovery and analysis process of this grounded theory study, the profile of a leader emerged. As will be discussed, a leader is much more than someone who holds a title or a position. According to Maslow, Hagberg, and the MAL Alumni, a leader is defined from within, not by the trappings of symbolism, materialism or organizational status. As such, the profile of a leader will be discussed from these three perspectives which emerged during the analysis of the data:

- attributes or characteristics associated with a leader

- the way leaders go about "getting things done"

- the Maslow need or the Hagberg stage in which leaders are found

Detailed Discussion

First, Maslow, Hagberg, and the MAL Alumni identified similar attributes and characteristics of a leader. According to MAL Alumnus #32388, "leadership is achieved through constant, daily acts of love, which demonstrate that they care about others and respect other people." In this context, the term *love* refers to "when you are as concerned about someone else's situation as you are about our own" (Albom, 1997, p. 178).

Hagberg's views are consistent with this MAL Alumni perspective in that she contends that "true leadership is a term reserved for those who, as leaders, understand and consistently operate with integrity and thereby acquire the respect of others" (Hagberg, 1994, p. 152). Furthermore, "leadership always comes back to the issue of character, of deep foundational values" (Hagberg, 1994, p. xvi). Maslow includes the following in his list of deep foundational values that a leader must demonstrate:

- they must have a sense of responsibility,

- they must be able to tolerate the ambiguous,

- they must be modest,

- they must be humble,

- they are kinder and friendlier,

- they are more altruistic, and

- they must be unselfish.

Meanwhile, Hagberg views the following characteristics and values as being necessary for the leader to possess:

- they are not afraid of change,

- they have less ego,

- they are caring,

- they have integrity,

- they are reflective, courageous, collaborative, spiritual,

- they serve as channels of power to others,

- they have balance in life (work, community, family),

- they have spiritual connection to power within,

- and, they live with integrity as their hallmark.

Furthermore, the MAL Alumni associate the following attributes with the character of the leader and his or her deep foundational values:

- They guide their followers rather than to telling them how to do things.

- They work for the good of the group, for the larger whole, rather than for selfish gain.

- They are authentic.

- They are competent and knowledgeable.

- They are inspirational.

- They accept long-term challenges.

- They can lead others and, more importantly, they can also follow.

- They treat people with dignity and integrity.

Maslow also contends that leaders must be courageous. They must "be able to withstand hostility, that is to be unpopular, without falling apart … [and] must be able to say: no." … He [or she] must be courageous" (Maslow, 1965, p. 130). MAL Alumnus #84855 believes that "leaders need to have the ability to stand up to something that just does not seem to be right." This alumnus contends that a leader must be willing to challenge the status quo when necessary. In other words, leadership can be painful but the inner qualities of a leader allow him or her to withstand the pressure and the negative aspects of this responsibility.

Secondly, Maslow, Hagberg, and the MAL Alumni provide insights into how leaders go about achieving their vision and their goals because "leadership, stated very simply, is the way in which people get things done" (Hagberg, 1994, p. 20). According to MAL Alumnus #84855, "leaders develop the vision and then accept the responsibility of guiding others to achieve that vision. [This is accomplished by] knowing how to motivate others and also by obtaining feedback from the team." Additionally, a leader is "almost synonymous with responding to duty" (Maslow, 1965, p. 128). Hagberg contends that leaders enable others to maximize their contributions while viewing the bottom line as a means to a larger organizational purpose. Furthermore, Hagberg views leaders as having a sense of responsibility and by being modest and humble. They do not order people around. Maslow concurs that the leader does "not need to be the boss in every conceivable situation" (Maslow, 1965, p. 132). In Hagberg's words: "[leaders] would rather participate as good team members in an organization and develop other's leadership" (Hagberg, 1994, p. 113). And from the perspective of MAL Alumnus #42607, a "leader does not have to be in a traditional organizational management position to be a true leader." In fact, MAL Alumnus #16815 asserts that "true leaders are often happier when they do not have positional power."

Empowerment is another way of getting things done. "Empowering other people is a way to increase the total potential of power and spread it around. … [Leaders] have no need to hang on to any of it themselves" (Hagberg, 1994, p. 62). Furthermore, "they have consciously chosen as a way of life the empowering of others. Not only is it a healthy discipline in reducing ego but in the long run it's always the right and just thing to do. Empowering others gives them dignity and does not diminish the giver. So everyone

wins" (Hagberg, 1994, p. 113). According to Maslow, getting work done can be achieved through tapping into the higher needs of individuals of which empowerment is but one example. Thus, leaders should "attempt to satisfy the higher needs in the work situation, in a non monetary way, that is, to have the work situation give intrinsically higher need satisfaction" (Maslow, 1965, p. 208).

Leaders have also

> consciously chosen as a way of life the empowering of others. …
> Empowering others gives them dignity and does not diminish the giver.
> [Empowerment] serves to raise them up, love them, give them
> responsibility, trust them, learn from them, and be led by them. (Hagberg,
> 1994, p. 113)

Hagberg also views true leaders as "merely a conduit of ideas, energy, and power that is to be given out or passed along" (Hagberg, 1994, p. 113). Additionally, leaders are able "to foster, protect, and enhance … truth and goodness, beauty, justice, perfection, [and] order. [In other words, leaders] make a better world, ... bring the world closer to perfection" (Maslow, 1965, p. 126). In other words, leadership is about attitude, values, and others. In contrast, a manager, according to MAL Alumnus #42607, is "someone who tells others what to do, are task oriented, and are focused only on getting the job done." That is, management is about a job, a job description, and a place on the organizational chart.

Third, patterns emerged regarding where on Maslow's Hierarchy of Needs and on Hagberg's Leadership Model that true leaders start to surface. Both MAL Alumnus #32388 and #12234 contend that leaders are not seen until Hagberg's later stages. They

also believe that leaders need to have Maslow's basic needs satisfied and be in the process of self-actualization before an individual could be considered a leader. Hagberg also suggests "that true leadership does not begin until the later stages, in which power can be seen as infinite and valuable insofar as it is given away" (Hagberg, 1984, ix). And according to Maslow, an individual must be approaching self-actualization in order to be a leader:

> Ideally here the strong boss would be, then, one who has all his basic needs gratified, that is, the needs for safety, for belongingness, for loving and for being loved, for prestige and respect, and finally for self-confidence and self-esteem. This is the same as saying that the closer a person approaches toward self-actualizing, the better leader or boss he [or she] is apt to be in the general sense of the largest number of situations. (Maslow, 1965, p. 131)

The MAL Alumni did, however, suggest that there are some life experiences that would defy both models. These examples are consistent with the exceptions to the models as noted in Chapter 2, Review of Related Literature. The MAL Alumni examples include:

- People in developing countries are happy and content even though their basic needs, as defined by Maslow, have yet to be satisfied. (MAL Alumnus #42607)

- There is an African tribe who has a very unique hunting tradition. When a hunter brings back the kill it is given to the person who has gone without food the longest even if the hunter himself may not have eaten in days. This behavior is rewarded within the tribe and leads to the inner satisfaction of that hunter, despite his hunger. (MAL Alumnus #32388)

- POWs certainly have few opportunities to satisfy their needs. They are usually hungry, tired, and are forced to live in squalid conditions. POWs, however, have been able to overcome the absence of basic need satisfaction and still fulfill some of the safety and social needs by keeping a semblance of leadership and authority intact. The higher ranked officers provide structure and motivation to lower ranked individuals to stay alive through communications, including codes and signals, even when the men are kept in solitary confinement. (MAL Alumnus #84855)

In summary, "true leadership means leading from your soul [which] involves things like meaning, passion, calling, courage, wholeness, vulnerability, spirituality, community" (Hagberg, 1994, p. 228). It is this inner purpose, passion, courage, vision, and confidence that motivates an individual to be a leader. Thus, true leadership is not about a formal position, about organizational charts, or about titles; rather true leadership is about the person himself or herself.

Emergent Pattern: Vision

Overview

Leaders are also motivated from within by their vision. They can shape and mold their organization through their vision of the future, for what things could be. Leaders then become driven by this inner-motivation, their vision, and begin to create and establish an environment in which the vision can be shared by others in order to transform the "could be" into what "it is."

Two sub-themes emerged during the analysis of Maslow, Hagberg, and the MAL Alumni:

- Vision Defined

- Achieving the Vision

Detailed Discussion

First, forming a vision is the ability to articulate what the future could be. Forming a vision comes from within, it is an internal motivator because of the personal satisfaction that is associated with it. That is, the vision "is usually a bright, happy, emotional spot in any person's life" (Maslow, 1970, p. 50) and continues to gnaw at the person to do something about it, to act on it, to implement it. Hagberg describes vision as power and, as such, "has many connotations and elicits marvelous images. … [Leaders] see beyond the obvious" (Hagberg, 1994, p. 104). Hagberg also describes visionary leaders as individuals who:

> are not afraid to ask difficult questions, to present preposterous arguments, to be creative, to suggest alternatives that go against the rules. And they are deliberately non-self-serving. They give away ideas, find ways to promote others, and do not usually bid for more responsibility. (Hagberg, 1994, p. 108)

Leaders are able to form that vision, that image of what things could be like. And according to Maslow, it is of the "utmost social and interpersonal importance" (Maslow, 1973, p. 187) to have "a larger horizon, a wider breadth of vision, … the widest frame of reference" (Maslow, 1973, p. 187).

The MAL Alumni agree that leaders must have a vision. MAL Alumnus #84855 believes that "leaders are willing to undertake long-term challenges to achieve their vision." But what are the forces behind a vision? What do leaders leverage to formulate their vision? What "pushes" a leader to formulate a vision and then to undertake the long-

term challenge of completing it? According to the MAL Alumni, following are some of those forces:

- A personal crisis – diminished health, disease, injustice, personal tragedy (MAL Alumnus # 96423)

- A strong sense of service – perhaps as a family tradition handed down over generations (MAL Alumnus # 96423)

- Incredible passion (MAL Alumnus #16815)

- Strong sense of correcting some social injustice (MAL Alumnus #32388)

- Cause driven (MAL Alumnus #32388 and MAL Alumnus #96423)

- Recruited to a position or to a cause by individuals who are highly respected by the leader (MAL Alumnus #96423 and MAL Alumnus #84855)

Secondly, a leader's inner drive, their motivation, is to achieve their vision. Thus, leaders need to foster an environment in which their vision can be embraced, shared, and owned by others. Through their leadership style they are able to model the way and enable others to use their strengths and their skills to achieve the vision. According to MAL Alumnus #84855, "leaders can not achieve their vision without guiding and motivating their followers. Leaders must figure out how to generate enthusiasm in the team and the key to enthusiasm may be different from individual to individual. Leaders also understand the concept and power of achieving something through the cumulative passion of the team." That is, the larger whole can achieve much more than a leader can on his or her own.

Once the leader has formed and articulated the vision then he or she must orchestrate the environment and lead the team in order for the vision to become reality. The MAL Alumni suggest a number of ways for the leader to achieve the vision:

- Communication – it is a vital key to achieving the vision. (MAL Alumnus #42607 and MAL Alumnus #32388)

- *Slightly* push the team towards the direction of the vision: however, the leader cannot do it all; nor can the team be forced to embrace the vision. (MAL Alumnus #84855)

- Let the team make the decision on how to achieve it. It gets their buy-in, their support. (MAL Alumnus #51085 and MAL Alumnus #12234)

- The leader must show their own belief and enthusiasm for the vision. "Scripted" support is all too evident. (MAL Alumnus #84855)

- Leaders need to provide the purpose, directions, and motivation associated with the vision – then they need to get out of the way and let the team do it. (MAL Alumnus #84855)

- Leaders need to understand that each and every team member has their own framework within which they operate. To achieve their own vision, leaders need to tap into and connect with each one of those frameworks of reference in order to move the vision forward. (MAL Alumnus $ 32388, MAL Alumnus #51085, MAL Alumnus, #16815)

- Leaders need to lead; they also need to follow. (MAL Alumnus #42607)

The MAL Alumnus #32388 observed that non-profits have an advantage over corporate America when it comes to successfully achieving the vision of the leader. MAL Alumnus #32388 contends that "people having similar values and goals are attracted to

specific non-profits. [Thus,] the leader has a readily available audience, complete with their own built-in passion, to forge ahead with the articulated vision."

In summary, a leader is motivated from within by their vision. Once a leader understands how the future could be they become motivated from within to fulfill that vision. This then overflows to the workplace where the leader guides, shapes, and molds the organization. Presumably understanding one's vision also guides the leader, as in the non-profits example, to an organization that has similar, rather than different, goals and values in order to achieve organizational effectiveness and personal harmony.

Emergent Pattern: Purpose

Overview

Leaders are also motivated from within by their purpose. Leaders exist for a purpose and for a reason that is uniquely their own. They have taken the time to find, to understand, and to articulate this purpose. It then becomes part of who they are and influences all parts of their lives – the workplace, the family, and the community.

Through the analysis of Maslow, Hagberg, and the MAL Alumni data two sub-categories were discovered within the overall category of purpose:

- Purpose Defined

- Impact on the Leader

Detailed Discussion

First, having a purpose in life means to understand what one is about, why one is here, and what one needs to do with their life. So what should a leader's purpose be? Is there a formula? No, there is not. The answer is: it depends. That is, it depends upon the

person. As Hagberg says: "the exact thing or idea they choose really doesn't matter, except that it comes from within and is the reason they get up every morning. [They want] to help people, to love, to obtain peace, [and] to wisely lead" (Hagberg, 1994, p. 116). Their purpose

> can concentrate on essentials, the things that give meaning to them, and more important, to the lives of others. They can walk humbly and do great things for an individual or for the world because both are equally important to them and require the same dedication. (Hagberg, 1994, p. 105)

The MAL Alumni Leaders also believe that leaders have a purpose, a reason for being. They site the following as examples of purpose:

- to understand cultural differences and to achieve team harmony and personal growth through this knowledge; (MAL Alumnus #42607)

- to influence the direction and quality of services for a particular health related condition; (MAL Alumnus #96423)

- to balance family, work, personal, and community responsibilities; (MAL Alumnus #84855)

- to continuously learn; and (MAL Alumnus 42607 and MAL Alumnus #16815)

- to serve my god – within the family, the community, and the workplace. (MAL Alumnus #32388)

Maslow further contends that an individual must do what he or she was meant to do in order to be content. In other words, "a musician must make music, an artist must paint, a poet must write, if he [or she] is to be ultimately happy" (Maslow, 1973, p. 162). Leaders have a "need to build something that extends beyond themselves, … something

that will represent them and carry on at least in memory after they've moved along" (Hagberg, 1994, p. 85). Leaders, according to MAL Alumnus #12234, "want to leave a legacy." They want to be remembered for something. Contrary to this, for many leaders "life is purpose. Just living from day to day brings purpose. Each day reveals new people to serve, new roads to travel, old friendships to nurture. … Living, for them, is giving and the rest works itself out" (Hagberg, 1994, p. 138).

And secondly, an aurora of richness and quality in life evolves once the leader understands his or her purpose. That is, the leader is able to find "more meaning from their work than they get from position, promotion, and money" (Hagberg, 1994, p. 85) once they understand and articulate their own purpose. Furthermore, leaders who know "what their life's purpose is .. seem to be able to wed this to their lifestyle and their work" (Hagberg, 1994, p. 115). The leader's purpose helps them to integrate, coordinate, and pace their life rather than be conflicted with opposing priorities resulting from incessant requests for their time and energy. Leaders also "devote time, money, ideas, work, or a lifetime to their purpose once it can be articulated, for it brings internal rewards that cannot be measured in tangible ways" (Hagberg, 1994, p. 115). In the words of Maslow:

> If work is meaningless, then life comes close to being meaningless. Perhaps here also is the place to point out that no matter how menial the chores – the dishwashing and the test-tube cleaning, all become meaningful or meaningless by virtue of their participation or lack of participation in a meaningful or important or loved goal. (Maslow, 1965, p. 29)

In other words, leaders have a "life purpose that extends beyond themselves" (Hagberg, 1994, p. 104). Furthermore, "having a larger horizon, a wider breadth of vision, … seems

to impart a certain serenity and lack of worry over immediate concerns, which makes life easier not only for themselves but all who are associated with them" (Maslow, 1973, p. 187).

Purpose cultivates not only a rich life but also a mindset of simplicity and, thereby, impacts the leader at a personal level. That is, as the inner quality and richness of life improves, leaders begin looking towards simplicity as a way of life and shed the encumbrances of excessive materialism. That is, their lives "become simpler rather than more complex. They can reduce their possessions and their lifestyles to the simplest of essentials because the richness of life emerges from within" (Hagberg, 1994, p. 138).

In summary, a leader is motivated from within by their purpose. Once a leader understands how they themselves fit into the overall scheme of life, they become motivated from within to fulfill the purpose, the mission, the calling. Thus, they become motivated from within to live, achieve, and act on that purpose so that they may leave a legacy and fulfill that reason for being.

Emergent Pattern: Relationships

Overview

Establishing connections and relationships with others is one of the inner drives and sources of motivation that is associated with a leader. That is, "leaders look at the world in terms of relationships and integration, not splintered pieces" (Hagberg, 1994, p. 156). Furthermore, "as the world becomes more of a global village, … [leaders] will learn to go beyond [their] own egos" (Hagberg, 1994, p. ix) because they are interested in people for who they are and not for what they can provide to the leader himself or herself.

Relationships are not one-sided and are not about what the leader can personally gain. Relationships are not about visibility to upper management, promotions, titles, symbols of organizational power, and upward career mobility. Rather, relationship building involves both giving and receiving. It is generally thought that the leader is more capable of giving while needing less in return than other members of the organization. Thus, as leaders develop their people, relationships expand, the environment evolves into a dynamic organism, and the leader continues to give because of his or her inner drives, attitudes, beliefs, and values rather than through his or her organizational power and position.

The following three relationship sub-categories emerged during the analysis of the Maslow, Hagberg, and MAL Alumni data:

- Satisfying the need to belong

- Achieving good relationships

- Outcomes of better relationships

Detailed Discussion

First, humans have the innate need to belong. They need to have relationships, they need to associate with a group, and they need to be part of something. From the viewpoint of MAL Alumnus #32388, "connections are a source of motivation for leaders because leaders believe that the human family thrives on quality interactions with each other." Maslow says that leaders "have a genuine desire to help the human race" (Maslow, 1973, p. 191). MAL Alumnus #16815 ascertains that "experiences over one's lifetime are a contributing factor to quality relationship building, in that, as a leader matures, relationships become richer, more sincere, and more authentic." Maslow also

believed that self-actualizing individuals "have deeper and more profound interpersonal relations than any other adult" (Maslow, 1970, p. 192) and, therefore, have a greater capacity for fostering relationships. And from Hagberg's perspective: "... a sense of rightness evolves out of the deepening inner resources of their souls, and they take care to be among the people – not separate or apart" (Habgerg, 1994, p. 161). They, thereby, provide an environment to satisfy the need to belong, the need to be a part of something among their team. Since leaders are believed to be in a self-actualizing stage it would then follow that leaders have acquired this capacity for fostering relationships. Furthermore, part of this relationship building by the leader is to be able to create an environment which is conducive to overcoming "alienation, aloneness, ... [and] loneliness" (Maslow, 1970, p.44) in order to achieve a sense of belongingness within the group.

From a leader's point of view, their sense of belongingness within the organization is not dependent upon organizational structure or organizational power but rather on their ability to build relationships. That is, leaders "generally trust themselves and others much more and rely on informal contacts within the organization more than any formal reporting structure" (Hagberg, 1994, p. 74). This viewpoint contributes toward the differentiation between a leader and a manager.

Second, patterns emerged on how better relationships are actually formed. Maslow provides these insights:

> ... the feeling of dignity, of respect and of self-respect are so easy to give! It costs little or nothing, it's a matter of an attitude, a deep-lying sympathy and understanding which can express itself almost automatically in various ways that can be quite satisfying. (Maslow, 1965, p. 78)

Hagberg argues: "… treat them humanely and with respect. The big decisions we make around here are far less critical than the ways in which we treat people every day" (Hagberg, 1994, p. 163). Furthermore, leaders understand that their followers need to belong and, thus, foster an environment conducive to this need. The leader accomplishes this by:

> Talking to them frequently, keeping in touch with their issues, helping them find ways to solve problems, giving them ongoing, honest feedback about their performance and behavior, listening, … recognizing their achievements, thanking them for good work, [and] sharing their joys and sorrows. (Hagberg, 1994, p. 163)

And finally, there are many benefits that result from the outcomes of nurturing and developing relationships and connections with others. Leaders know that "influence and coalition building … are a good way to get things done far more effectively than force or coercion" (Hagberg, 1994, p. 84). Hagberg points out that, "you will not find followers without caring, connecting, and creating" (Hagberg, 1994, p. xvi). Furthermore, relationships are formed because "leaders enable others to maximize their contributions" (Hagberg, 1994, p. xi).

From the viewpoint of the MAL Alumni, the following are the outcomes of making connections:

> • Connections to others provides the leader with more experiences, more insights. It helps a leader to better understand what motivates any particular individual. (MAL Alumnus #84855, MAL Alumnus #32388, MAL Alumnus #42607)

- Choosing to connect is an act of will, an act of love. Choosing to be patient, choosing to give others some slack, choosing to be part of the human family are all acts of one's own free will. (MAL Alumnus # 32388)

- Nothing stays static when connections and relationships are developed. (MAL Alumnus #16815)

And Maslow ascribes to these outcomes of relationship building:

- Leaders are capable of more fusion.

- Leaders are capable of greater love.

- Leaders have obliterated their ego boundaries.

Hagberg also comments on the ego: "diminished ego, however, does not mean loss of self-esteem. On the contrary, persons with less ego who have consciously given it up often exhibit more self-esteem than others. … [They] make a conscious decision to transfer the energy expended in struggling with themselves and their problems to other arenas – people, ideas, organizations" (Hagberg, 1994, p. 109). As leaders give away their power, they learn "to strive for others … [and start] living with a sense of inner justice and order. [This characteristic] *above all … is not ego oriented*" (Hagberg, 1994, p. 104).

Additionally, "letting go of one's ego means looking not at the personal advantage in a situation but at the advantage to others, the organization, or the larger vision. It means not winning while another loses, but finding ways for everyone to win" (Hagberg, 1994, p. 96). MAL Alumnus #96423 would agree with this perspective in that "knowing that there are others to be concerned about and knowing that there is something out there bigger than me keeps my ego tucked in."

Furthermore, Maslow looks at management and leadership as having two different outcomes. The first outcome or product is "the economic productivity, the quality of products, [and] profit making; [whereas, the second outcome or product] is the human products, that is the psychological health of the workers, their movement toward self-actualization" (Maslow, 1965, p. 78). The former is an outcome of a good manager and the later is an outcome of a good leader. Additionally, Maslow sees a direct tie between leadership and the benefits and outcomes that both the employees and the organization could realize.

> If management policy were truly growth fostering and truly better … [individuals would] become more philanthropic in their communities, more ready to help, more unselfish and altruistic, more indignant at injustice, more ready to fight for what they thought to be true and good, etc. (Maslow, 1965, p. 87). [Furthermore, in] a network of interrelations, the better the society, the better the productivity; the better the mangers, the more psychologically healthy the individual men [and women]; the better the leaders, and so on and so on, the better the enterprise. (Maslow, 1965, p. 78)

In summary, establishing relationships and making connections with others are motivational forces for the leader. Through relationships, the leader satisfies the needs of their team members to belong, to be part of something. Leaders understand that relationships are fostered through dignity, respect, self-respect, and overall humane treatment. And finally, relationships not only benefit the leader but also benefit the organization.

Emergent Pattern: Curiosity

Overview

Curiosity is also among the leader's assortment of inner drives, impulses, and motivations. To be curious means to want to know, to investigate, and to learn.

The following two sub-categories emerged during the analysis of the data:

- Curiosity Defined

- The Impact on the Leader

Detailed Discussion

First, how does curiosity evolve and become manifested within the leader? How is it that curiosity motivates a leader? Many times this attitude and spirit is referred to as seeing like a child and comes with a full compliment of innocence, awe, and wonderment. Curious leaders

> have the wonderful capacity to appreciate again and again, freshly and naively, the basic good of life, with awe, pleasure, wonder, and even ecstasy, however stale these experiences may have become to others. Thus, for such a person, every sunset is as beautiful as the first one, any flower may be of breath-taking loveliness, even after he [or she] has seen a million flowers. … For such people even the casual workday moment-to-moment business of living can be thrilling, exciting, and ecstatic. (Maslow, 1973, p. 189)

Per the MAL Alumni, leaders want to know, leaders need to understand, leaders seek knowledge, and leaders are continuous learners. They also look at leaders as being innately and intently curious, as needing to satisfy that curiosity, and as having a constant appetite for learning and for pursuing the new and the unknown.

From Maslow's perspective, there is a "motivational role of curiosity, learning, philosophizing, [and] experimenting" (Maslow, 1970, p. 48) which is evident in the self-actualizing leader. According to Maslow, curiosity attracts an individual to "the mysterious, to the unknown, to the chaotic, the unorganized, and the unexplained" (Maslow, 1970, p. 49). There is a motivational force in curiosity as evidenced by the history of exploration, experimentation, and inventiveness. Hagberg also associates leaders with being intuitively curious: "They have a depth of knowledge or expertise in some area but have also developed a breadth of interest in addition to that" (Hagberg, 1994, p. 114).

Furthermore, the MAL Alumni cited the following as personal examples of curiosity:

- the MAL program – its a continuous learning experience; (MAL Alumnus #84855, MAL Alumnus #42607, MAL Alumnus #16815)

- reading, including the wonderful, thought provoking books that were part of the MAL curriculum; (MAL Alumnus #84855, MAL Alumnus #32388, MAL Alumnus #16815)

- cultural exchange through travel and hosting foreign visitors; (MAL Alumnus #42607)

- good, intellectual stimulating conversations; and (MAL Alumnus #42607)

- reading, writing, and discussing poetry. (MAL Alumnus #84855, MAL Alumnus #42607, MAL Alumnus #16815)

Secondly, curiosity impacts the leader. Curious "individuals are less inhibited, less constricted, less bound, … more spontaneous, more natural, [and], more human" (Maslow, 1973, p. 196). They are dynamic. Curiosity is good in that "… people need to know, that knowing is good for them, that the truth, the facts, and honesty tend to be creative, healing, to taste good, to be familiar" (Maslow, 1965, p. 17). And as Hagberg says, "the things you learn in maturity seldom involve information and skills" (Hagberg, 1994, p. 68). The impact is unending.

Furthermore, according to Maslow, the leader is affected in several ways by his or her own curiosity and attributes the below to incessant curiosity:

- a self-awareness of one's inner voices and feelings;

- an appreciation of one's cultural conditioning which then leads to a better understanding of the global community;

- the discovery of one's vocation, calling, or destiny in life;

- an appreciation of life, its joy, beauty, and goodness;

- an appreciation and acceptance of nature and its forces; and,

- an ability to transcend the trivial and grapple with injustice, pain, suffering and death.

In summary, curiosity – wanting to know about things, and needing to learn – is an internal motivator for the true leader. By cultivating this curiosity, by continuously learning, and by always investigating, the leader fosters that internal connection back to the self. This, in turn, results in more authenticity which, in turn, then makes the leader a better leader to the organization and to the their team.

Emergent Pattern: Creativity

Overview

Creativity also emerged as a motivational theme for leaders. To be creative means to bring something new – a product, a process, an invention, an idea – into existence.

The following two sub-categories emerged during the analysis of the data:

- Creativity Defined

- The Impact on the Leader

Detailed Discussion

First, how does creativity manifest itself within the leader? How is it that creativity motivates leaders? According to Maslow, "each …[individual] shows in one way or another a special kind of creativeness or originality or inventiveness which has certain peculiar characteristics" (Maslow, 1973, p. 196). These characteristics encompass an attitude and a spirit. Maslow also says that this creativity does not have to present itself in the traditional forms of writing, composing, painting, and so on but, very well may be, humble and subtle. That is, "whatever one does can be done with a certain attitude, a certain spirit which arises out of the nature of the character of the person performing the act" (Maslow, 1973, p. 196).

Hagberg encourages highly evolved individuals to "start fresh on a new artistic endeavor as a fledgling, a newcomer" (Hagberg, 1994, p. 242) as a way of continuing to explore one's potential, one's capabilities, one's creativity and curiosity. Also, creativity isn't always about achievement; rather, it does "call you to go deeper, to plum your depths, to find your voice, to express your truth" (Maslow, 1994, p. 242). Furthermore,

this motivational factor is not always recognizable as creative forces can be found in many activities. Below is the wide ranging set of activities which Hagberg views as being included in the realm of creativity:

- painting

- writing

- cooking

- conversation

- letter writing

- gardening

- music

- dancing

- designing

- wit

And, the MAL Alumni cited the following as personal examples of creativity:

- writing – including the writing assignments and projects in the MAL program; (MAL Alumnus #32388)

- authoring columns for the organization's newsletter; (MAL Alumnus #32388)

- software development (MAL Alumnus #12234)

- effectively managing chaos and change (MAL Alumnus #12234)

Secondly, a leader is impacted by this attribute. According to Maslow, leaders who have embraced their creativity have a better appreciation of the aesthetic. That is,

creativity is another way to "become everything that one is capable of becoming" (Maslow, 1970, p. 46).

Creativity is nurtured and cultivated by many means, including solitude. Solitude brings out "the power within and beyond. … The solitude refreshes, awakens, and clarifies" (Hagberg, 1994, p. 110). That is, the power of creativity can be found and identified as the leader recognizes the need to be silent, to be alone, to experience the quiet. The inner voices can be heard in silence significantly better than in the noisy chaos of everyday living.

In summary, creativity – bringing something new into existence – is an internal motivator for the true leader. By pursuing creative activities the leader fosters that internal connection back to the self. This, in turn, results in more authenticity which then makes the leader a better leader to the organization and to the their team.

Chapter 5
Summary of Other Findings

Within the context of this study some findings were not anticipated or planned as a part of the study. However, they are noteworthy and, as such, are included here.

First, the interviews provided a means for this researcher to connect, on an individual basis, to members of the MAL community. They also provided the MAL Alumni interviewees a means to connect back into the MAL program. From the perspective of this researcher, the connections came in the following forms:

- A subtle, unstated, yet common bond with the interviewees because they could empathize with the long, arduous work associated with completing a thesis.

- A gift of time and knowledge from total strangers for which the researcher will always be grateful.

- Increased energy levels and enthusiasm for the thesis as a result of the interviews.

And, from the perspective of the interviewees, the connections came as follows:

- A chance to reconnect with the MAL program, albeit brief.

- A chance to recall the program, their acquired knowledge, and their own endeavors in the MAL program. Their passion for having completed the program was very evident.

- An opportunity to articulate their knowledge, their self-awareness, and their own values;

- An opportunity to reflect on their own leadership experiences, behaviors, and changes that evolved over time.

Secondly, two of the interviewees indicated that their place of employment had worked with Janet Hagberg herself as a result of their introduction to her work through the MAL program. She consulted and provided learning opportunities at one place of business. At the other place of business, she was their client from a business perspective; however, the interviewee continued to learn about her leadership theories through this business relationship.

Chapter 6
Summary and Suggestions for Additional Research

Summary and Conclusions

According to Glaser, "most ideas are already known in some way - but new connections between conceptual ideas" (Glaser, 1992, 29) can be discovered through grounded theory. The purpose of this study was to discover those connections based on the data from Maslow, Hagberg, and the MAL Alumni in regards to what motivates a leader. The grounded theory process, as applied in this study, was initially depicted in Exhibit C as follows:

Exhibit C – Grounded Theory Representation of Emergent Patterns
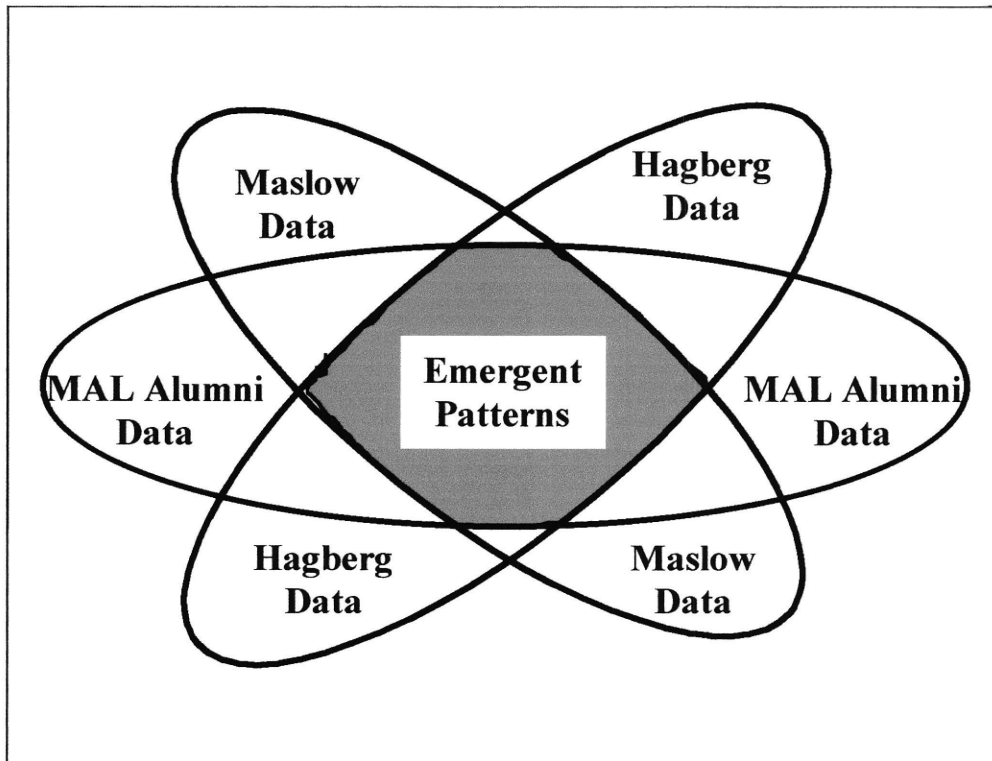
In Chapter 4 the emergent patterns of this study were discussed in detail including the profile of a leader and five emergent motivators. The six overall patterns and themes discovered in this study are:

- Profile of a Leader

- Vision

- Purpose

- Relationships

- Curiosity

- Creativity

A summary of these emergent patterns, including definitions, characteristics, and outcomes follow:

Emergent Pattern	Definition	Characteristic/Attribute	Outcomes
Profile of a Leader	Sees the larger context. Looks for quality relationships. Holds dialogs. Thinks of ethical considerations.	Constant, daily acts of love	Empowered Team Members
		Respectful	Satisfied Non-Monetary Needs
		Integrity, Authentic	An Improved Workforce,
		Sense of Responsibility	Organization, Community
		Tolerates ambiguity and change	
		Modest, humble	
		Altruistic	
		Reflective, Spiritual Connections	
		Courageous	
		Balanced Life	
		Willing to Challenge	
		Provides guidance	
		Works for the good of the group	
		Inspirational	
		Courageous	

Emergent Pattern	Definition	Characteristic/Attribute	Outcomes
Vision	To articulate what the future could be.	Asks difficult questions Suggests alternatives contrary to the "rules" Large horizon Wide breath of vision Wide frame of reference	Social impact Interpersonal impact Power of the larger whole Organizational effectiveness Personal Satisfaction
Purpose	Reason for existence.	Integration and coordination of work, family, community Definition of life purpose Serenity Simplicity	Contentment Legacy Rich life Improved quality of life Internal rewards
Curiosity	To want to know. To investigate. To learn.	Fresh appreciation Continuous learner Seeks knowledge and understanding Discovery Investigating	Depth and breadth of knowledge Less inhibited, constricted, bound Self-awareness Transcends the trivial Authenticity

Emergent Pattern	Definition	Characteristic/Attribute	Outcomes
Creativity	To bring something new into existence	Attitude, spirit Solitude Creative endeavors Inventiveness Originality	Find your "voice" Express your truth Better appreciation Connection back to the self
Relationships	Connecting with another. Giving and receiving. Interaction.	Interested in people for who they are. Giving Receiving Dignity Respect for others Self-respect Communication Listening Honest feedback	Sense of Belonging within the team Network of interrelations Effective way of getting things done Maximized contributions Psychologically healthy individuals More philanthropic in community Indignant at injustice

As a result, the original depiction of the study can now be enhanced to illustrate not only the data transformation of these three diverse sources to a common set of patterns; but also, a new model of what motivates a leader can now be described and illustrated. Thus, Exhibit F illustrates the transformation from the three diverse sources – Maslow, Hagberg, and the MAL Alumni – into a single set of common patterns and themes. Furthermore, the connections between the three, is depicted in Exhibit G, *Emergent Model: What Motivates a Leader?*

Exhibit F – Transformation of Maslow, Hagberg & MAL Alumni to *Emergent Model: What Motivates a Leader*

Maslow's Hierarchy of Needs

- Self-Actualization
- Self-Esteem
- Social
- Safety
- Physiological

MAL Alumni Interviews

Emergent Model:
What Motivates a Leader?

Creativity Vision
Curiosity **Leader** Purpose
Relationship

Move Beyond
(Grace)

Move In
(Courage)

Move Up
(Skill &
Experience)

Start

adapted from Janet Hagberg
(Hagberg, 1994, p. 231)

Powerlessness ⇒ Association ⇒ Symbols ⇒ Reflection ⇒ Purpose ⇒ Gestalt

Hagberg's Model of Leadership Development

Exhibit G:
Emergent Model: What Motivates a Leader?

Outer ring (clockwise from top-left): Better Leaders, Better Society, Better Enterprise, Better Team Members, Better Manger

Inner segments: Creativity, Vision, Curiosity, Leader, Purpose, Relationships

So what motivates a leader? The following story can be told from the proceeding illustration and from the supporting material in Chapter 4:

The Leader is the central focus of this study and this model. The leader is the person who "sees the context, looks for quality relationships with followers, holds dialogues, and thinks of ethical considerations" (Hagberg, 1994, p.151). A leader is characterized by daily acts of love, respect, integrity, and courage. Leaders are able to tolerate ambiguity and change. They are willing to challenge the status quo and accept long term challenges. They work for the good of the whole. Leaders empower their team members and work for the betterment of the workplace, the community, and society in general. A leader is not associated with a position in the organization or a job description; rather a leader is about attitude, values, and behaviors.

The Circle is a symbol that represents renewal, continuity, completeness, unbroken harmony, and endless friendships. The circle symbolizes a continuous transformation of all things – ideas, habits, and behaviors. In the context of this model, the circle represents the leader as he or she continuously seeks out the quality relationships, continuously seeks to understand the larger context, and continuously seeks to transform what is into what could be.

The Arrows start from the center of the genuine leader and move outward. They represent the concept of true leadership; that is, leadership that comes from the soul and from the heart. They represent leadership that comes from deep within because they are the genuine beliefs and the genuine relationships embraced by the leader; not those forced upon the leader or those that held for personal gain or personal glory.

Vision is the leader's ability to articulate what the future could be. The visionary leader is willing to ask the difficult questions and to suggest alternatives that may be contrary to the rules. They have a larger horizon, a wise breadth of vision, and a wide frame of reference from which to operate. As a result, they draw out the power of the larger whole and harness its power to enhance the team, to make progress towards the vision, to increase organizational effectiveness, and to contribute to the community and to society.

Purpose is the reason for being, the reason for existing. The leader understands what he or she needs to do and why they need to do it. The leader integrates, coordinates, and balances work, family, and community. Experiencing serenity, solitude, and simplicity enable the leader to clarify and articulate his or her purpose in life.

Relationships and connections with others are important aspects of leadership. These interactions allow for the giving and receiving that is necessary to all relationships. Relationships are characterized by being interested in people for whom they are; not for self-gain. Relationships are cultivated through dignity, respect for others, self-respect, communication, listening, and honest feedback. Relationships lead to a sense of belonging, an effective way of getting things done, and healthier individuals. These relationships also lead to maximized contributions by the team.

Curiosity means to want to know, to investigate, and to learn. Curiosity brings the leader a fresh appreciation for the everyday things. The leader continuously seeks to learn to obtain more knowledge and a deeper understanding through discovery and investigation. Curiosity leaves the leader less inhibited, less constricted, and less bound

and affords the leader the ability to transcend the trivial in life. The leader's self-awareness grows and is keener.

Creativity is to bring something new into existence. With the right attitude and the right spirit the leader is able to find creative endeavors, inventiveness, and originality as they approach work, family, and the community. Creativity allows the leader to find his or her own "voice." Creativity allows the leader to express one's own truth and to make a connection directly back to the self. Through creativity, the leader develops a better appreciation.

And finally, around the model are the notations of: **better team members, better managers, better leaders, better society,** and **better enterprise.** All of these individuals and organizations are beneficiaries of interacting with true leaders. These are the many areas that the true leader ultimately impacts with his or her vision, purpose, relationships, curiosity, and creativity.

It is important to notice the absence of motivators such as title, position, money, and other symbols typical of an externally motivated person. The data suggested these external motivators are associated with individuals early on in their careers or with managers as defined in this study. However, they are not associated with what truly motivates a leader. A leader, as defined in this study, no longer has an overriding need for the external motivators; rather, he or she is simply driven by these internal motivators – purpose, vision, relationships, creativity and curiosity.

Thus, from an organizational standpoint, the organization would benefit significantly by tapping into the internal motivators of their true leaders. This would foster

an environment of trust, individual growth, company growth, respect, productivity, and an overall improvement to the community within the organization, as well as, throughout society as a whole.

Suggestions for Additional Research

During the analysis of the data, the following cultural pattern seemed to emerge from the data; yet, insufficient data exists within the confines of this study to determine its depth and breadth.

For example, Maslow states that "two different cultures may provide two completely different ways of satisfying a particular desire" (Maslow, 1970, p. 156). Hagberg supports this cultural influence and believes it "is a strong influencing factor in the decisions of most of us when it comes to personal power" (Hagberg, 1994, p. 63).

The MAL Alumni also indicate that leaders need to understand the cultural and ethnic backgrounds of their team and identify the potential impact that these differences may have on motivating the team and the individuals within the team. Furthermore, the MAL Alumni also perceive that different jobs and job classes are a type of culture also and may influence the leader in how he or she approaches the team.

Therefore, further research could identify patterns and themes in these areas:

- Motivators of leaders in other cultures.

- Motivators of leaders across different job functions and classes.

- The applicability of either Maslow's Hierarchy of Needs or Hagberg's Leadership Model within a specific culture.

Other patterns that began to emerge but did not have sufficient data to fully develop within the confines of this study are listed here. Each of these presents an opportunity for further research and study in the realm of leaders and leadership.

- Spirituality

- Personal Values

Another area for suggested research is to vary the population group for the qualitative interviews. The MAL Alumni were selected because of their exposure to a wide variety of leadership styles and models through the readings, discussions, and projects that were part and parcel of the MAL curriculum. As a comparison or contrast to the results of this research, another population group – a factory leadership team, a service leadership team, educators, or leaders of a volunteer organization – could be selected for the qualitative interviews.

Within the study some data generated caught the attention of the researcher. While the data below presented itself only minimally throughout the collection, logging, and analysis phases of this study, the thoughts are intriguing and thought provoking. Each could potentially developed into another area of study and research.

- Are leaders born or are leaders developed?

- How does a leader cope and operate in an organization that is not compatible with his or her visions?

- The last three stages of Hagberg cannot be fully explained. They cannot be operationalized because they are driven from the inner depths of the individual. The same could be said of Maslow's self-actualization need. What is it then that attracts us to them?

- What is the relationship of birth order to one's potential of becoming a leader?

- How does age and experience influence leadership, as well as, followership?

Shortcomings of Study

Maslow and Hagberg Models – Both of these models have shortcomings as described in Chapter 2. The theories, which support these models have not yet been proved through strict, structured, scientific processes, and empirical data. As such, within this study these two models are looked at as a framework, a set of tools, within which analysis and comparisons can be made.

Coding – The coding of qualitative and textual data into categories invariably involves personal judgment. For this study the researcher coded all of the data without any outside assistance or validation. Having a separate independent coder "cross-check" random passages could have possibly added more consistency in the interpretation of the data.

Implications and Actions for Leaders

As Glaser indicates, "meanings emerge just as categories and properties do" (Glaser, 1992, p. 56). So what meanings have emerged as a result of this study? What do the results of this research mean to leaders? What can a leader take away from this study? For someone striving to be a true leader, not a positional leader, what can be gained from this study? To this end, the researcher has identified three opportunities that individuals can pursue as they strive to become true leaders:

- A Leadership Profile Self-Assessment Form

- Suggestions for a Leadership Curriculum

- The *101 Creative and Curious Things To Do*

First, this study has defined the profile of a leader. Periodic assessments as to which attributes are currently demonstrated and which ones need additional development can provide insights and growth opportunities to the leader. This self-assessment includes the following steps:

- Self-assessment of the Leadership Profile Attributes

- Identification of which attributes are strengths

- Identification of which attributes need developing

- Creation of an action plan, a set of next steps, which would foster and nurture the growth of those attributes needing development

Exhibit H on the next page is an example of a Leadership Profile Self-Assessment form designed for this purpose.

Exhibit H - Leadership Profile Self-Assessment Form

Date: _____ **Name:** _____

Leadership Profile Attribute	Demonstrates Attribute (Y/N)	Development Needed (Y/N)
Displays constant, daily acts of love		
Respects others		
Maintains integrity and authenticity		
Has a sense of responsibility		
Tolerates ambiguity and change		
Is modest and humble		
Is altruistic		
Is able to be reflective		
Demonstrates courage		
Leads a balanced life		
Is willing to challenge		
Provides guidance		
Works for the good of the group		
Inspires the group and others		

List your 3 strongest Leadership Profile Attributes.

_____

_____

_____ _____

List the 3 Leadership Profile Attributes that need developing

_____

_____

_____

Create an action plan for those attributes that need developing and nurturing.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Second, given that establishing connections and developing relationships are a key motivator and inner drive of leaders, it would be prudent for an organization to develop learning opportunities for their leaders to fine tune their people and relationship building skills. Themes around which curriculum should be developed include:

- Personal Leadership – Leading From Within Not From the Title

- Encouraging the Heart

- Letting Go

- Learning the Value of Solitude

- Journaling

- Philanthropy: Helping the Community

- The Dance: The Give and Take of Building Relationships

- Creating "Belongingness"

- Leveraging differences – different styles of work, different personalities, different skills

Third, each leader should challenge themselves to continually nurture and foster their creativity and curiosity. Because curious and creative individuals demonstrate a spirit of humbleness, awe, appreciation, and sensitivity, leaders need to continually cultivate these internal motivators. This list will encourage leaders to develop the breadth of interests advocated by Hagberg: "they have a depth of knowledge or expertise in some area but have also developed a breadth of interest in addition to that" (Hagberg, 1994, p.114). These endeavors also help the leader to explore further his/her potential and capabilities as a means of continuing to find one's true self. The following checklist of

101 Creative and Curious Things To Do (Exhibit I) provides a wide range of activities

and ideas that the leader can partake in to develop that breadth of interest.

Exhibit I – 101 Creative and Curious Things To Do

1. Smell a flower	2. Watch a sunset	3. Read a science book
4. Read a science fiction book	5. Travel to a foreign country	6. Visit a U.S. National Park
7. Read poetry	8. Take a photography class	9. Quilt
10. Crochet a baby afghan	11. Spend a week in a remote cabin	12. Visit a large, bustling city
13. Go skydiving	14. Take a hot air balloon ride	15. Learn to paint
16. Paint by numbers	17. Make your own gift wrap	18. Cook a gourmet dinner
19. Write a letter	20. Learn calligraphy	21. Learn about an ancient civilization
22. Learn how to use a new software program	23. Listen to music from another generation	24. Converse with someone of differing political or religious views
25. Host a foreign student	26. Go to a comedy show	27. Write a column for a newsletter
28. Hike	29. Listen to music	30. Learn to recognize animal tracks
31. Bird watch	32. Daily journaling	33. Do dream work
34. Study another religion	35. Garden	36. Grow an indoor herb garden
37. Go to a museum	38. Try out for part in community play	39. Take piano lessons
40. Laugh	41. Make candles	42. Try a new recipe
43. Join a choir or band	44. Make a new friend	45. Put together a puzzle
46. Play with a child	47. Read the comic strips	48. Do crossword puzzles
49. Learn to play bridge	50. Start a new business	51. Take a walk in the rain
52. Go barefoot in the park	53. Smell the daises	54. Take the train, not the plane
55. Subscribe to & read a new magazine	56. Take dancing lessons	57. Research family history
58. Craft wood	59. Whittle	60. Repair small engines for hobby
61. Sail	62. Coach a kids sports team	63. Backpack in the mountains
64. Take a vacation with a tour group	65. Make a video	66. Make a public speech
67. Volunteer at the animal humane society	68. Spend time with a senior citizen	69. Get a fish
70. Listen	71. Volunteer to teach	72. Lead a task force
73. Facilitate a team building session	74. Experiment with new technologies	75. Work to overcome a phobia
76. Present a paper at a conference	77. Volunteer at a non-profit organization	78. Mentor a child
79. Attend diversity classes & events	80. Buy & use a digital camera	81. Visit an art gallery
82. Go to the zoo	83. Ride the merry-go-round	84. Take up knitting
85. Learn a new language	86. Attend a ballet	87. Take the bus rather than drive
88. Go to a new restaurant	89. Make your own greeting cards	90. Grow violets or orchids
91. Stencil a wall	92. Build a treehouse	93. Restore an old car
94. Build a miniature train	95. Rubber stamp	96. Make a scrapbook
97. Organize a progressive dinner	98. Write a thesis	99. Spend time alone
100. Make your own jewelry from beads	101. Count the spots on a Dalmatian	

And finally, the research results also provide insights into the overall leadership process, as referred to in the opening of Chapter 1. This study began by asking the following:

What motivates an individual to become a leader? Why do individuals want to influence and provide direction to others? What drives someone to be part of the leadership process which:

- inspires cooperation among people who must compete for limited resources,

- promotes productivity within and beyond the organization, and

- works toward progress for the individual and the organization? (Augsburg College, 1999, on-line)

The insights that have been gained through this research do provide an overall insight into these questions and into the overall leadership process. That is,

- Leaders are motivated from within by vision, purpose, relationships, curiosity, and creativity.

- Leaders inspire cooperation among people because they are internally driven to establish relationships and make connections with others through healthy, respectful, and dignified interactions.

- The motivators of vision, purpose, curiosity, and creativity drive leaders to see the future as it could be, to define their own reason for being, to cultivate their insatiable need to learn and to make something new. Directly or indirectly, all of these motivators that possess the leader contribute to the productivity of the organization.

- And, finally, the leader leverages his or her internal motivators and provides guidance, inspiration, and support to both the individual and the

organization in order for each to realize progress within their own sphere of work, family, and community.

Therefore, based on the results of this study, a leader is motivated through vision, purpose, relationships, creativity, and curiosity. Thus, within the confines of the data of this research, the results do indeed provide insights into, what motivates a leader, why leaders choose to influence and provide direction to others, and why they choose to be a part of the overall leadership process.

Appendix A - Definition of Terms

Code – Codes are tags or labels for assigning units of meaning to … information compiled during a study" (Miles, 1994, p. 56). In other words, a code is a "word (or short set of words) … [applied] to the item of data in answering such questions is a *code*: (Lofland, 1995, p. 186).

Creativity – To bring something new into existence.

Curiosity – To want to know, investigate, learn.

Grounded Theory – The grounded theory approach generates theory by the systematic collection and analysis of data [and] is a very powerful way to bring concepts of reality to a substantive area itself (Glaser, 1992, p. 14). [Additionally,] the goal of grounded theory is to generate a theory that accounts for a pattern of behavior which is relevant … for those involved (Glaser, 1992, p. 75).

Leader – [A leader] sees the larger context, looks for quality relationships with followers, holds dialogues, and thinks of ethical considerations (Habgerg, 1994, p. 151).

Leadership – According to William Foster, "leadership … is the ability of humans to relate deeply to each other in the search for a more perfect union. Leadership is a consensual task, a sharing of ideas and a sharing of responsibilities, where a 'leader' is for the moment only, where the leadership exerted must be validated by the consent of followers." (Smyth, 1989, p. 61)

Love – Love is when you are as concerned about someone else's situation as you are about your own. (Albom, 1997, p. 178)

MAL – Masters of Art in Leadership. A graduate curriculum offered at Augsburg College in Minneapolis, MN.

Manager – Management makes the system hum, attends to facts, motivates others, completes projects in a timely fashion, controls budgets, connects systems, sets goals, and builds teams (Hagberg, 1994, p. 151).

Motivation – Motivation is the sincere desire to do superior work. It is the want to factor that multiplies the power of can-do skills. It comes from within and has no known limits. [Additionally, it] is the Genie in the bottle just waiting to be released to give us the power to do practically anything we want to do. (Gavin, 1998, on-line)

Motive – An inner drive [or] impulse, … that a causes one to act in a certain way. (Webster, 1967, p. 489)

Purpose (in life) – To understand what life means. To understand why one is here. To understand what one needs to do.

**Vision –** An articulation of what the future could be.

Appendix B
Background Information on Maslow's Hierarchy of Needs

Overview

Abraham Maslow was a humanistic psychologist who focused on human potential and believed that humans would always strive to reach their highest potential and wisdom. Maslow's Hierarchy of Needs is one of potency; that is, the lowest needs must be satisfied before the next level of needs can emerge. The order of needs in this hierarchy, from lowest to highest, is: physiological, safety, social, self-esteem, and finally self-actualization. In Maslow's words:

> "Humans develop through a hierarchy of needs, beginning with basics such as survival and safety. But once the basics are satisfied, 'metaneeds' may develop that steer the person toward a search for beauty, knowledge, justice, and truth" (Monte, 1995, p. 646).

Furthermore, Maslow's model is frequently depicted as a pyramid similar to:
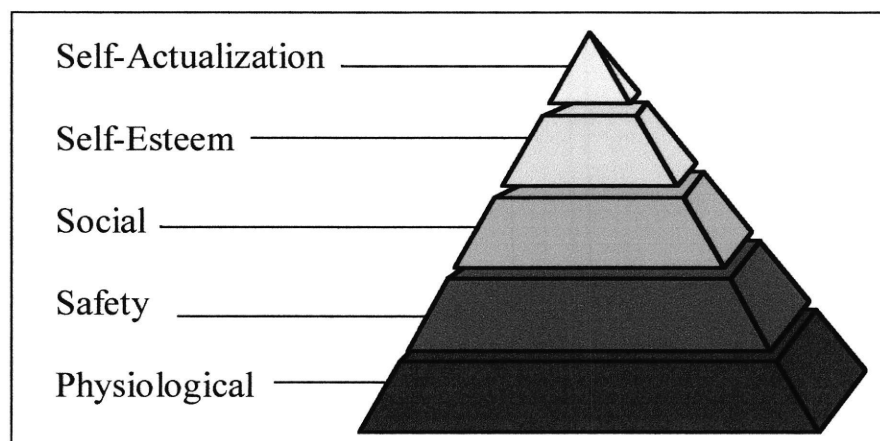
Physiological Needs

Physiological needs are the biological needs and include food, thirst, sleep, health, exercise, and sex. Even though "for the man [or woman] who is extremely and dangerously hungry, no other interests exist but food" (Maslow, 8, p. 37); however, experiencing this extreme form of hunger occurs infrequently in someone's life. However, when this extreme form of hunger does occur,

> he dreams food, he remembers food, he thinks about food, he emotes only about food, he perceives only food and he wants only food. (Maslow, 3, p.156)

For individuals at this basic level of needs, only the capacities that are required for survival are put to use; all other capacities, skills, and talents become dormant.

Safety Needs

Safety needs include security, protection, comfort, peace, and order. Safety needs are really only dominant in extreme emergencies, including war, disease, natural catastrophes, crime waves, societal disorganization, and breakdown of authority. Generally speaking, the average, healthy adult has his or her safety needs satisfied, especially in a stable society. However, safety needs can be threatened during physical assaults and may be temporarily compromised during separation or divorce or when there is a death in the family.

Injustice, unfairness, and inconsistency contribute to the lack of safety needs gratification. Therefore, one of the techniques for achieving safety is to acquire

knowledge and to systematize the environment familiarity. That is, individuals at this level strive to organize their environment as a means of satisfying their safety needs.

Social Needs

Social needs include acceptance, belonging, love, affection, and participation. According to Maslow, humans have a tendency to "herd, flock, join, and belong" (Maslow, 8, p. 44). People have a need to associate with a group. Moving too often, not having roots or despising one's origins, being torn from one's home, and moving frequently all contribute to a sense of not belonging. On the other hand, affectionate relations and being comfortable with one's family contribute to the sense of belonging, as well as, contribute to the satisfaction of these needs. "People want to feel needed, liked, and appreciated. Validation from others is an essential part of self-validation" (DeBruyn, 1976, on-line).

Self-Esteem Needs

Self-esteem needs include recognition, praise, leadership, achievement, competence, strength, reputation, prestige, dignity, recognition, mastery, independence, appreciation, status, fame, glory, freedom, and intelligence. And "satisfaction of the self-esteem leads to feelings of self-confidence, worth, strength, capability, and adequacy, of being useful and necessary in the world" (Maslow, 8, p. 45).

Self-esteem needs lead to "feelings of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world" (Maslow, 3, p. 161); whereas, the lack of satisfaction produces feelings of inferiority, weakness, and helplessness.

Self-Actualization

According to Maslow, a psychologically healthy person who has a capacity to live without pretense and is in the process of becoming more real and more authentic can achieve self-actualization. Self-actualization is an ongoing process.

Independence, self-trust, a desire to understand, and the ability to enjoy the beauty of the world are all characteristics associated with self-actualization. "They are accepting of others and of the self, and most importantly, they are accepting of what life holds in store for them" (Monte, 1965, p. 657). Additionally, an individual in this stage is less influenced by a need to please others.

Maslow further defines self-actualization as a person:

- who is free of illness;

- who is sufficiently gratified in his/her basic needs;

- who is positively using his capacities; and

- who is motivated by values from which they strive and to which they are loyal.

Self-actualization also includes curiosity, creativity, and aesthetic appreciation along with the fulfillment of potential. Self-actualizers seek out opportunities to grow, to learn, and to enhance their life. They seek out truth, beauty, goodness and unity. Furthermore, Maslow associates the following characteristics with the self-actualizers. They are:

- more integrated, whole, and unified;

- more at one with the world;

- as if he or she were at the peak of his or her powers, more fully her or himself;

- graceful, without strain, effortless;

- creative, active, responsible, self-controlled;

- free of inhibitions, blocks, doubts, self-criticisms;

- spontaneous, expressive, innocent;

- creative, self-confident, flexible;

- unique, individualistic;

- free of past and future limits;

- free of the world, free to be;

- undriven, unmotivated, nonwishing, beyond needs;

- rhapsodic, poetic;

- consumed, finished, closed, complete, subjectively final;

- playful, good-humored, childlike;

- lucky, fortunate, grateful

(Monte, 1965, p. 664-665)

As individuals pursue these higher needs, they become stronger and their true individualism begins to emerge. "Self-actualizing people have the wonderful capacity to appreciate again and again, freshly and naively, the basic goods of life, with awe, pleasure, wonders and even ecstasy, however stale these experiences may have become to others"

(Maslow, 8, p.163). Self-actualizers are independent. They are able to express their own opinions even when they go against the grain or popular opinion. They are self-starters and create their own destinies.

Self-actualizers also crave solitude and privacy. Unlike individuals seeking safety needs, self-actualizers are comfortable with the unknown and the unfamiliar. They see things for what they are. They are tuned into reality and accept it as it is rather than, as they would prefer it to be. Self-actualizers are accepting of themselves. They understand and accept their strengths their weaknesses. They understand their shortcomings. Furthermore, self-actualizers strive less than they did in the basic needs; rather they start to develop in their "attempt to grow to perfection and to develop more and more fully in their own style" (Maslow, 3, p. 186).

Self-actualizing people make the "fullest use of talents and abilities …[and are doing] the best they are capable of doing - becoming 'fully human'" (Dickinson, 1996, on-line). Self-actualizing individuals are honest, sincere, kind, humble, and are always anxious to learn. "They are usually dedicated to some constructive work, task, duty, or vacation outside of themselves to which they devote enormous energy - often making no distinction between work and play" (Dickinson, 1996, on-line).

Appendix C
Background Information on the Stages of Janet Hagberg's Model

Janet Hagberg's Model: External Power

Stage One: Powerlessness

Stage One individuals are powerless. They feel as if they are manipulated, controlled, and pushed around by others. In order to complete their tasks and goals they must sweet-talk, plead, cajole, and manipulate others. Powerless individuals have minimal access to people, information, skills, or money and are in a position of always having to seek approval. In other words, they are always dependent on others. Dependency, low self-esteem, and helplessness characterize stage one individuals.

Domination and force and fear with the intent to get others to obey characterize leadership at Stage One. Leaders in this stage feel powerless and insecure so resort to an authoritarian, and perhaps even tyrannical, behavior to lead others. A prime example of this leadership stage is the military dictatorship. However, in the long run, the followers will rebel as they will not tolerate such strict control.

The natural evolution from Stage One to Stage Two usually involves a personal crisis in the form of self-esteem or the development of salable skills. However, fear and how it is handled is the biggest deterrent to moving to Stage Two. Fear comes in several flavors. There is the fear of physical abuse, the fear of the unknown, the fear of failure,

and the fear of disapproval. Unfortunately, some will stay stuck in this stage for their entire life because of this fear:

> Hard as it may be to accept, we are all more than willing to pay the price of severe pain and misery as a part of the total behaviors we choose as we attempt to regain control. (Glasser, 1985, p. 56)

Glasser believes the reasons people prefer this course of action are: 1) their need to keep their anger under control, 2) their need to get others to help, 3) their need to excuse their unwillingness to do something more effective, and 4) their need to gain powerful control.

However, leaders at Stage One can move beyond this fear and onto Stage Two by building self-esteem, finding allies, developing new skills, confronting fears, taking responsibility, changing jobs, and getting out of abusive relationships. We must change if we want to take effective control of our lives.

Stage Two: Power by Association

Stage Two leaders "want to be like someone else. [Stage Two] leaders believe that certain people in the organization have the power…and they hope that these people will take care of them, lead them, nurture them, and reward them" (Hagberg, 1994, p. 19) Their hope is that they will gain power by associating with someone who has power. Supportive bosses are a significant factor in individuals passing through this stage to the next; whereas, non-supportive bosses inhibit this movement as an individual becomes insecure and self-critical. Stage Two individuals are characterized by learning the ropes and the culture, by being dependent on the boss, and by developing a new self-awareness.

Stage Two introduces the individual to many new things but also becomes a loss-of-innocence stage. In this stage, individuals are introduced to new skills and techniques but they also are introduced to the rules of the games, barriers, hidden agendas, and informal networks. Some will resist the reality of the world and refuse to acknowledge the dark side of life, that which is unfair, ugly, and evil. Stage Two is the beginning of self-exploration as they learn about their strengths and limitations. Stage Two individuals will volunteer for new assignments that will stretch their abilities leading to new skills and confidence. On the other hand, those that feel stuck will give up, lose energy, and become disappointed.

Leadership at Stage Two is that of barter, seduction, and/or exchange of something. In this stage, the follower remains dependent and the leader quite frequently does not keep their end of the bargain, which builds distrust, and lack of confidence on the part of the followers.

The natural evolution from Stage Two to Stage Three involves that of confidence. Self-confidence along with risk-taking and accepting more responsibility are required to move to the next stage. Moving to Stage Three can be accomplished by finding a mentor, by getting feedback, by demonstrating competence, by getting involved and taking risks, and by presenting an appropriate image to the organization.

Stage Three: Power by Symbols

Stage Three leaders believe that they have made it! Stage three is the "epitome of success" (Hagberg, 1994, p. 55). They have acquired the degrees, the positions, the

salaries, the sports cars, the homes, the expertise, and the luxury vacations. These are symbols of their success. These symbols are external and readily recognizable and becomes one's self-worth. They represent success and become intimately connected with its continuation. That is, it "is in and through symbols that man, consciously or unconsciously lives, works and has his being" (Whittick, 1971, p.3).

In Stage Three power is control which suggests discipline, persistence, non-emotional responses, and regulation. Stage Three leaders capitalize on their strengths, exhibit a high degree of self-confidence, and tend to be risk-takers. While their egos have become highly developed and appear to be strong, quite frequently they tend to be fragile inside. They hide their mistakes and weaknesses. Stage Three leaders also know the rules of the game within the organization and know who they need on their side to get what they want.

Pat Heim, in *Hardball for Women: Winning at the Game of Business*, maintains that "business is conducted by the rules of sports … and that winning is emphasized over everything else" (Heim, 1993, p. 11). Heim would describe Stage Three leaders as hardball competitors who 1) are respected but not necessarily liked, 2) won't please everyone, 3) gives orders when necessary rather than collaborate, 4) are very competitive, 5) understand that business is simply a game, and 6) realize that being friends in no way implies loyalty.

Stage Three leaders are also very ambitious and look for challenges, especially visible challenges, and inspire their charges through their charisma to gain allegiance and

devotion. However, their ego determines if the charisma comes from deep within or is simply manipulative. In other words, their ego-centricity, competitiveness, expertise, ambition, and charisma characterize Stage Three leaders. Leadership at Stage Three focuses on the success of the leader and the charisma and personality of the leader. "Stage Three leaders will cajole, tease, embarrass, debate, or disarm people to get them to discuss the leader's goals and then agree to share in them" (Hagberg, 1994, p.160). Stage Three leaders are driven to climb the corporate ladder by mimicking those above with the intent of their success.

According to Hagberg, moving onward in this journey becomes extremely difficult at this stage. Too many people, especially men, don't know that there is "something" beyond Stage Three. They feel as if they have "made it." They feel as if "this is where it is at." Stage Three leaders are comfortable with the status-quo and do not want to upset the apple cart. Cultural expectations focus on the external and, therefore, contribute to the stagnation at this stage. The natural evolution from this stage to the next one usually requires a crisis to move on. That is, the "crisis in moving from Stage Three to Stage Four is one of integrity, inner and outer congruity in life" (Hagberg, 1994, p. 63) and becomes a very critical turning point. This movement is induced by learning to be alone, learning to reflect, trying new things that challenge one's status quo thoughts, concentrating on the present, and reflecting on the next stages.

Janet Hagberg's Model: Internal Power

Stage Four: Power by Reflection

Stage Four is power by reflection. That is, Stage Four leaders are like a mirror as they tend to accurately reflect their own competence, as well as, their true operating style. They are trusted, are chosen as mentors, and are recognized for their honesty, fairness, and sound judgment. In other words, they are known for their integrity. However, along with this outer confidence and respect comes an inner confusion as

> they wonder if they are out of touch, too different, or fooling themselves. They have not yet emerged as inwardly confident people, yet they look very polished and competent to others. [Stage Four leaders spend time] reflecting and thinking, listening and questioning – mostly inside. (Hagberg, 1994, 74)

Stage Four leaders are characterized by competence, reflection, mentoring, and being comfortable with one's personal style. Stage Four leaders come by their power through influence. People seek them out for their advice and counsel regardless of their position within the organization. It is their interaction with people, not their symbols of power, that mark these natural - not positional - leaders. Stage Four individuals are entrusted with information, are impatient with organizational politics, and take responsibility for consequences when they don't follow the accepted rules.

Stage Four leaders struggle with those inner questions of "How can I be more myself in this organization?...How can I find more balance in my life – to let family, friends, and community become more important and work take a more realistic place"

(Hagberg, 1994, p. 77)? This is the time when one's true self emerges from inside the outer armor of societal expectations. This part of the journey is characterized by owning up to limitations, by letting go of control and going with the flow, and acceptance and demonstration of humility and patience. Additionally, Stage Four leaders have

> developed or perhaps accepted their own personal style of doing things that may or may not fit with the most prevalent organizational norms. ... [They] have become respected and accepted despite their obvious differences in many areas. ... They know more who they are and are more comfortable with it. ...[They] can admit mistakes without having to be found out first. ...[They] can handle the loss of pride in being able to admit mistakes to others. ... [They] can take more risks and be more courageous. (Hagberg, 1994, p. 83)

In other words, Stage Four leaders seek "more meaning from their work than they get from position, promotion, and money" (Hagberg, 1994, p. 85). Stage Four leaders are mentors to others providing objectivity, wisdom, and perspective to all levels of the organization. They seek meaningful relationships in the work place and emphasize "qualities of caring, competence, trust, and friendship" (Hagberg, 1994, p. 88).

Stage Four leaders concentrate on doing what is right or fair or just in the long haul. They inspire hope. They allow their followers to make choices. They allow them to participate in the decision-making process. Stage Four leaders truly empower their followers. They believe that "success and survival are in one's own hands. (Link, 1998, p. 2). Their empowerment strategy includes:

- responsibility, leadership at every level

- belief in diversity, innovation, self-management

- acceptance of own authority

- encouragement of self-expression

- commitments made for their meaning [to the leader] (Link, 1998, p. 4)

Furthermore, Stage Four leaders are effective listeners, make strong stands on only a very few issues while success and self-esteem are not tied to each other. Stage Four leaders treat others humanely and respectfully stressing that people are by far more important than the decisions about things.

Stage Four leaders must overcome two obstacles prior to moving to Stage Five. "First, they have not experienced a need for a meaningful, other-oriented life purpose" (Hagberg, 1994, p.99). That is, they haven't yet asked the important questions yet: *why am I here* and *what is my purpose*. Secondly, they are still under the spell of their ego and still care about external recognition:

> Fours who are struggling with ego run the risk of continuing to care, however subtly, that in the end their good deeds will be recognized, their name included, they'll be paid for the work, they'll make others indebted to them, they'll be depended upon and more developed as a result. There are still strings attached with Fours. They cannot let go because they will lose control. (Hagberg, 1994, p. 99)

The natural evolution from this stage to the next involves a crisis of the ego, a letting go of control and of planning, and of concentrating on how the situation will benefit others and the organization rather than how it will benefit the self. Moving to

Stage Five requires forgiving others, experiencing the loss of "me", having long silent times, letting go, experiencing loss, and getting a glimpse of wisdom.

Stage Five: Power by Purpose

Stage Five leaders derive power through purpose, vision, and the strength of the inner being. Intuition is the inner guide to Stage Five individuals and has a life purpose that extends well beyond themselves. Ernest Becker, in *Escape from Evil*, argued that

> each person wants to have his life make a difference in the life of mankind, contribute in some way toward securing and furthering that life, make it in some ways less vulnerable, more durable. [In other words,] man wants to know that his life has somehow counted, if not for himself, then at least in a large scheme of things. (Becker, 1975, p. 4, 149)

Stage Fives let go of the organizational rules. They live without ego according to their own inner justice and their own sense of order Stage Five leaders are characterized by self acceptance, calmness, visionary thinking, humility, confidence with one's life purpose, and spirituality that isn't associated with dogma.

Stage Five individuals give away power, influence, and information as they demonstrate caring and giving and respect for others. They understand and respect their own strengths along with their limitations as they practice flexibility and adaptation. They are content, calm, not in a hurry, and laugh at their own deficiencies. Within the organization, "they give away ideas, find ways to promote others, and do not usually bid for more responsibility" (Hagberg, 1994, 108). They will disagree when the situation

demands it, ignore office politics, and are known to give good and effective counsel. Because they have a reduced ego, Stage Five leaders

> are hard to understand. This is because they are not generally motivated by the usual things and therefore can't be as easily figured out or manipulated. … Their operating style appears and is expressed in the way they process information, the kinds of questions they ask, the breadth of their knowledge, and the depth of their awareness. (Hagberg, 1994, p. 109)

Stage Five leaders also seek solitude in order to become refreshed and awakened. In solitude they listen to their inner voices and intuition for guidance, clarification, and further understanding. Additionally,

> a distinguishing feature of theirs is their knowledge of the shadow within themselves, their dark traits. They do not hide from these traits any more but realistically watch them to keep them from being overwhelming. [In other words], they "allow themselves to be human." (Hagberg, 1994, p. 111)

That is, in Stage 5 individuals have, for the most part, moved from Karen Horney's concept of the ideal self to that of the real self. The ideal self is the damaged self that has been hurt by the negative evaluations and the indifferences from parents during the childhood years. This ideal self is damaged as it struggles with the "tyranny of the shoulds" and strives to be perfect while compensating for feelings of inadequacy and unlovability. On the other hand, Horney's real self is the inner self that is the true core of one's being. The real self includes the potential for growth and happiness, the cultivation of one's special capacities and gifts, and the urge for self-realization.

Stage Five individuals understand their life's purpose and then successfully integrate that into their lifestyle and their work. Stage Five leaders have as their goal to empower others as a means to becoming more fully human and satisfied. They are service oriented and have a vision that goes beyond the individual and the organization.

Moving to the final stage, Stage Six, requires faith in the self. Reassurance needs to come from within, not from others. This movement also requires giving up those things for which leaders have worked so long and so hard. They need to give up reputations, possessions, knowledge, and know-how. They will need to sacrifice everything for an integrated life. The natural evolution to Stage Six comes with the understanding of the larger cosmos with paradox being a guiding force within that cosmos. This evolution involves seeing life as a true mystery, including understanding the role that death plays in life. This transition also includes letting themselves learn and accept other ways of approaching life.

Stage Six: Power by Gestalt

Stage Six leaders refuel, relax, and recharge during frequent times of solitude, silence, and reflection. Stage Six leaders experience power through wisdom. "Sixes exude power of an inner origin" (Hagberg, 1994, p. 130). When in the presence of Stage Six leaders, we have this feeling that everything fits and that everything is interrelated and that there indeed is a larger plan for all of us. As a result, we experience peace of mind and find a reason for being. Stage Six individuals see life as wonder, mystery, and miracle.

According to Hagberg, Stage Six leaders are comfortable with paradox, their approach to service is a quiet one and they do not look for recognition or thanks,. And they need very little tangible power. Stage Six leaders can be best described as follows:

> For his sake, I'm glad he's off on his own now. He should have left this organization long ago. He's too real, too perceptive, too threatening to the others. He doesn't try to be at all, it's just that he's so right on, it scares people. He asks questions that stymie us all. (Hagberg, 1994, p. 146)

Stage Six leaders are normally alone. They aren't part of the establishment. "They can function persistently in the presence of power, but their role is to challenge, to enlarge the vision, to give wisdom, to provide a basis,, for good choices in others. They are the souls of the universe. (Hagberg, 1994, p. 144).

Appendix D - Examples of Data Collected from Maslow and Hagberg

Record #	Short Description	Concept	Need/Stage	Ref #	Page #
1	Self-Actualization	Even if all these needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what he is fitted for. a musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. What a man *can* be, he *must* be. This need we may call self-actualization.	Self-Actualization	3	162
2	Creativity	The specific form that these needs will take will of course vary greatly from person to person. In one individual it may take the form of the desire to be an ideal mother, in another it may be expressed athletically, and in still another it may be expressed in painting pictures or in inventions. It is not necessarily a creative urge although in people who have any capacities for creation it will take this form.	Self-actualization	3	163
3	Creativity	The clear emergence of these needs rests upon prior satisfaction of the physiological, safety, and love and esteem needs. we shall call people who are satisfied in these needs, basically satisfied people, and it is from these that we may expect the fullest (and healthiest) creativeness.	Self-actualization	3	163
26	Eupsychian Management	... turns out a better kind of human being, a healthier person, a more lovable, more admirable, more respect worthy, more attractive, friendlier, kinder, more altruistic, more admirable kind of person than does ... authoritarian management.		9	79
27	Results of Superior Supervision	economic superiority of the working group. higher production rate. less turnover, better morale		9	
28	Management	In general, we may say that management theory can stress roughly two products, two consequences: one is the economic productivity, the quality of products, profit making, etc;, the other is the human products, that is the psychological health of the workers, their movement toward self-actualization, their increase in safety, belongingness, loyalty, ability to love, self-respect, etc.		9	78

Appendix D - Examples of Data Collected from Maslow and Hagberg

Record #	Short Description	Concept	Need/Stage	Ref #	Page #
5	Leadership	Perhaps you will also understand your own behavior and why you are more effective at managing some people than others.		11	ix
6	Leadership	… lead with more vision and less ego.		11	xi
71	Meaning	Stage Fours are seeking more meaning from their work than they get from position, promotion, and money.	Stage Four	11	85
72	True Leadership	Stage Four is the first stage that can be labeled as *true* leadership as opposed to traditional *position power* leadership.	Stage Four	11	87
76	Life Purpose	Stage Fours need to give themselves a personal sabbatical somewhere along the way, a time to stop temporarily to rethink their destination and their life purpose or mission.	Stage Four	11	96
78	Intuitive Voice	Stage Five is unlike all of the preceding stages. Its uniqueness lies in the strength of the inner person relative to the strength of the organizational hold on that person. The guide for behavior in Fives is the inner intuitive voice. They trust it more than they trust the rules.	Stage Five	11	103
79	Life Purpose	Fives have a life purpose that extends beyond themselves.	Stage Five	11	104
1	Methodology	Although my application of stage theory to the specific concept of power is a new application, stage theory itself has been around for a long time.		10	xiii
2	Methodology	… all those individuals whom I observed, questioned, and interviewed. I then quoted, summarized, or consolidated their responses into the case examples in each chapter. … rich illustrations from real people.		10	xiii

Appendix E - Examples of Data Collected From MAL Alumni Interviews

Record #	Short Description	Concept	Interview ID
4	Culture	Motivation is a cultural thing. Motivation is different in different cultures, ethnic backgrounds. Need to understand the differences.	42607
6	Guidance	Leaders need to guide their followers. Obtaining their input is a way of motivating others.	42607
7	Guidance	Guide people to do things for the good of the group.	42607
8	Vision	Leaders have a vision. Need to guide their people to achieve their vision. Get people to go in the direction of your vision.	42607
10	Manager	Management tells people what to do. Task oriented. Gets the job done.	42607
18	Curiosity	Motivated by sheer wanting to know something - continuous learning.	42607
2	Horizon	A mind set. A horizon that we come from as we make our act of will.	32388
3	Impacts	Motivation impacted by experience, relationships, our understanding of the world, pains, and joys, emotions that come with experience.	32388
4	Significance	Leader needs to be aware of one's horizon to be authentic. An authentic act of will is an act of motivation.	32388
5	Isolation	Not isolated person in environment. We bring our horizon to each experience.	32388
8	Non-profits	Non-profits have an advantage. There is an assumption that most shares similar horizons within the non-profit agency.	32388
8	Motivation	To motivate is to challenge someone. Need to challenge self and followers. The two are intertwined.	04024
9	Motivation	Motivation is to be free to accomplish what I want for me, for people around me.	04024

Appendix F
Introductory Letter Sent to MAL Alumni

Date: [Today's Date]

[Name of MAL Alumni],

Hello! My name is Rita Wetzel. I am currently conducting interviews as part of my master thesis for the Augsburg MAL, Masters in Leadership, program.

You have been selected as a candidate for my research because you are a MAL Alumni.

The focus of my thesis is leadership and motivation. I am looking for MAL Alumni who would be willing to spend a couple of hours with me sharing their views on these subjects. I will be using open-ended questions throughout the interview process to guide the process.

I will phone you within the next week to answer any questions you might have about the study. If, at that time, you are willing to participate in my study, we will schedule a time and place for the interview. At the beginning of the interview I will be asking you to sign a consent form and, if you are agreeable, I will also tape record the interview.

Thank you.

Rita Wetzel
7301 17th Ave S
Richfield, MN 55423
612-869-7594
rwetzel@aol.com

Appendix G - Consent Form for MAL Alumni Interviews

Emergent Patterns in Motivation Consent Form

You are invited to be in a research study on motivation and leadership. It is being conducted as part of my master's thesis at Augsburg College. You were selected as a possible participant because you are an Augsburg MAL Alumni. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

Background Information:
The purpose of this study is to explore a) concepts of motivation, b) motivation and leadership, c) effective and ineffective motivation, d) sources of motivation, and e) how motivation might relate to the theories of Maslow and Hagberg.

Procedures:
If you agree to be in this study, I would ask you to participate in a two-hour interview using open-ended questions focused on gathering your ideas and opinions on motivation and leadership.

Risks and Benefits of Being in the Study:
Because you will be asked to discuss your views and opinions, this may present a risk for some individuals of probing for personal or sensitive information. All of your comments will be identified simply by an interviewee id which has no built-in significance. The only demographic that will be documented is gender .

There are no direct benefits to you by participating in this study. The only indirect benefit of participation is the opportunity to receive a summary of the research results.

Confidentiality:
The records of this study will be kept confidential. In any sort of report I might publish, I will not include any information that will make it possible to identify you. Tape recordings and interview notes will be kept in a locked file; only I and my advisor will have access to them. The tape recording will be used only for the purpose of coding and recording your responses.

Raw data, the tape recording and interview notes, will be destroyed by _____ which is one month after this interview.   (date)

Voluntary Nature of the Study:
Your decision whether or not to participate will not affect your current or future relations with Augsburg College. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

Contacts and Questions:
The researcher conducting this study is Rita Wetzel . You may ask any questions you have now. If you have questions later, you may contact her at 612-869-7594. The advisor for this study is Rosemary Link and she can be reached at 612-330-1147. You will be given a copy of this form to keep for your records.

Statement of Consent:
I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature _____ Date_____
Signature of investigator _____ Date_____

Appendix H
Interview Guide for MAL Alumni Interviews

Date of Interview_____

Interviewee ID _____

Gender (Male/Female) _____

1.   What does the concept of motivation mean to you?

2.   What is the significance of motivation to leadership?

3.   What is the source of motivation for you?

4.   What is the source of motivation for others?

5.   Describe effective motivation. Describe ineffective motivation.

6.   How might the source of motivation change over the course of one's career? That is, describe what might motivate someone during the early years of their career and then what might motivate someone during the later years of their career.

7.   How is motivation similar or different between leaders and followers?

8.   Are you familiar with the theories of Abraham Maslow? If so, how do they tie into motivation? Into leadership?

9.   Are you familiar with Janet Hagberg's Personal Stages of Power? If so, how do you see her concepts tie into motivation? Into leadership?

10.   Do you have any other views or opinions about motivation that you would like to share?

Bibliography

Albom, Mitch. (1997). Tuesdays with Morrie. New York, NY: Doubleday.

Augsburg College. (1999). *Master of Arts in Leadership – Augsburg College.* [on-line]. Available: *http:www.augsburg.edu/mal/index.html.*

Babbie, Earl. (1999). *The Basics of Social Research.* Belmont, CA: Wadsworth Publishing Company.

Becker, Ernest. (1975). *Escape from Evil.* New York, NY: The Free Press A Division of Macmillan Publishing Company.

Boyd, Dr. Saundra. (1999). *Major Concepts in Lifespan Development.* [on-line]. Available: *http://ccollege.hccs.cc.tx.us/instru/psyco/BOYDWEB/LSIntro.html.*

Charmaz, Kathy. (1983). "The Grounded Theory Method: An Explication and Interpretation." Pp. 109 - 126 in *Contemporary Field research: A Collection of Readings*, edited by R. M. Emerson. Boston, MA: Little, Brown.

Covey, Stephen R. (1991). *Principle-Centered Leadership.* New York, NY: Fireside, Simon & Schuster.

Dempsey, Tim. (1992). *Leading: The Quintessential Process of Managing Introduction.* [on-line]. Available: *http://www.tconl.com/~dempsey/PA4.htm*

DeBrun, R. L. (1976). Understanding Human Needs and Motivation. [on-line]. Available: *http//www.unf.edu/groups/greek_affairs/maslow.htm.*

DePree, Max. (1989). *Leadership is an Art.* New York, NY: Bantam Doubleday Dell Publishing Group.

Dickinson, Dee. (1996). *Revisiting Maslow.* [on-line]. Available: *http://www.educ.washington.edu/building/article_maslow.html*

Gavin, Lou. (1998). *Releasing the power of motivation.* [on-line]. Available: *http://www.tamnet.com/news/stories/981224ln.html.*

Glaser, Barney G. (1992). *Basics of Grounded Theory Analysis.* Mill Valley, CA: Sociology Press.

Glasser, William. (1985). *Control Theory: A New Explanation of How We Control Our Lives.* New York, NY: Harper & Row.

Griffin, Em. (1991). *Hierarchy of Needs of Abraham Maslow.* [on-line]. Available: *http://virtualschool.edu/98a/Soci305/Maslow1.html.*

Guske, Iris. (1998). *Communication Studies: To What Extent Is A Person's Morality Dependent on Their Cognitive Development?* [on-line]. Available: *http://www.allgaeu.org/fak/child.htm.*

Gwynne, Robert. (1997). Maslow's Hierarchy of Needs. [On-line] Available: *http://funnnelweb.utcc.utk.edu/~gwynne/maslow.HTM*

Hagberg, Janet. (1994). *Real Power: Stages of Personal Power in Organizations* (Rev. ed.). Salem, WI: Sheffield Publishing.

Hagberg, Janet and Leider, Richard. (1992). *The Inventurers: Excursions in Life and Career Renewal* (Rev. ed.). Reading, MA: Addison-Wesley Publishing Company.

Heim, Pat. (1993). *Hardball for Women: Winning at the game of Business.* New York, NY: Plume/Penguin Books.

Hoffman, Edward. (Jan-Feb 1992). The last interview of Abraham Maslow (conducted in 1968). *Psychology Today* [on-line], 25. Available: General Reference Center Backfile, CLIC Augsburg, Electronic Collection: A11862288.

Holder, Bob J. (2/2/99 cited). *Leaders and Visions: The Unfoldening of Wholeness.* [on-line]. Available: *wysiwyg://42/http://www.geocities.com/Eureka/Park/7566/tleadership.html*

Link, Andrew M. (1998, November). *Masters in Leadership Session Plan.* Presented at the 1998 MAL580 class of the Augsburg Masters in Leadership program, Minneapolis, MN.

Lofland, John and Lofland, Lyn H. (1995). *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis* (3rd ed.). Belmont, CA: Wadsworth Publishing Company.

Lowry, Richard J. (Ed.) (1973). *Dominance, Self-Esteem, Self-Actualization, Germinal Papers of A. H. Maslow.* Monterey, CA: Brooks/Cole Publishing Company.

Maslow, Abraham H. (1964). *Religions, Values, and Peak-Experiences.* Columbus, Ohio: Ohio State University Press.

Maslow, Abraham H. (1965). *Eupsychian Management.* Homewood, IL: Richard Irwin, Inc. and the Dorsey Press.

Maslow, Abraham H. (1968). *Toward a Psychology of Being* (2nd Edition). New York, NY: Van Nortrand and Reinhold.

Maslow, Abraham H. (1970). *Motivation and Personality*, edited by Wayne G. Hotzman & Gardher Murphy (2nd Edition). New York, NY: Harper & Row.

Maslow, Abraham H., Stephens, Deborah C., and Heil, Gary. (1998). *Maslow on Management.* New York, NY: John Wiley & Sons, Inc.

Miles, Matthew B., and Huberman, A. Michael. (1994*). Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

Monte, Christopher F. (1995). *Beneath the Mask: An Introduction to Theories of Personality.* (5th Edition). Orlando, Florida: Harcourt Brace College Publishers.

Patton, Michael Quinn. (1982). *Practical Evaluation.* Beverly Hills, CA: SAGE Publications.

Smyth, John. (1989). *Critical Perspectives on Educational Leadership.* New York, NY: The Falmer Press.

Wheatley, Margaret. (1994). *Leadership and the New Science: Learning about Organization from an Orderly Universe.* San Francisco, CA: Berett-Koehler Publishers.

Whittick, Arnold. (1971). *Symbols, Signs, and Their Meaning and Uses in Design.* Newton, MA: Leonard Hill Books.

_____ (2/11/99 cited). *Maslow Self Actualization.* {on-line]. Available: *http://pr.erau.edu/~bennett/maslow.html*

_____ (1967). *Webster's New World Dictinary, Everyday Encyclopedic Edition.* (1967 Edition exclusively for The Southwestern Company). World Publishing Company.. Nashville, Tenn.