Effective leaders create a positive, upbeat environment where followers internalize the leader’s teachings and the organization’s goals and choose to excel. Understanding motivation is essential for leaders who create such an environment. Week 2 of the course will focus on the following motivational theories: motivation through consequences, expectancy theory, and equity theory. As such, review the attached PowerPoint presentations addressing motivation through consequences and equity theory, and read the following articles pertaining to motivation and the aforementioned theories:

* Linder's (1998) article *Understanding employee motivation.*<http://www.joe.org/joe/1998june/rb3.php>
* Isaac, Zerbe, and Pitt's (2001) *Leadership and motivation: The effective application of expectancy theory.*<http://www.cs.unca.edu/~manns/MotivationExpectancyTheory.pdf>

Discussion Activity #1: **Motivation Through Consequences**

Have you ever been congratulated for a job well done? If so, did your motivation go up? Did you continue to try to do a good job to receive additional congratulations? Now, have you ever been reprimanded or disciplined for something you did not do so well? If so, how was your motivation to repeat your performance? Have you ever seen other people receive rewards that you want or be disciplined for something? Did you change your behavior or work product (observational learning) to either gain the same reward or so that you would not receive the same discipline (if you were doing the same thing that your peer was disciplined for)?

This discussion explores *motivation through consequences* (MTC), which addresses how a leader may use a system of rewards and punishments to help motivate followers to accomplish organizational objectives. The key of MTC for you, the leader, is learning to motivate your followers by managing the consequences (good or bad) of past behavior.

Review the Power Point on MTC and then provide a personal example of how a leader/manager/parent you followed used (or if you were/are the leader/manager/parent how you used) MTC to motivate you (or your followers) to do something.

Discussion Activity #2: **Expectancy theory**

Expectancy theory uses a mathematical equation: M = E x I x V, which means motivation equals expectancy times instrumentality times valence. Expectancy means "I can" (I can do the task); instrumentality means "I will" (If I complete the task I will get the reward promised by my supervisor for completing the task); and valence means "I want" (I want the reward that is promised). Based on the mathematical equation, if any one of these (E, I, and V) is zero, motivation will be zero.

For this discussion, after reading the aforementioned articles, provide your definition of motivation, discuss your thoughts on expectancy theory, and provide an example of how you can apply the theory in your personal or professional life to assist in your personal or others' motivation.

Discussion Activity #3: **Equity Theory**

Did your boss, a parent, a coach, or anyone else ever treat you unfairly? If so, what happened to your satisfaction, motivation, and performance during that time? If you have experienced this, you suffered from a feeling of inequity. This discussion explores equity theory. Review the Power Point presentation on equity theory and provide an example of when you had such a feeling of inequity; how the feeling played on your performance, satisfaction, and motivation, and what boss, parent, coach, or anyone else did to help you restore your equity. If you use an example where you were the boss, parent, coach, etc., how did you restore the affected person's equity? Did you use any of the leader strategies identified to rectify the situation.

### Required Texts

Northouse, P. G. (2013). Leadership: Theory and Practice (7th ed.). Thousand Oaks, CA: Sage Publications. ISBN-13: 978-1483317533 ISBN-10: 1483317536

Abrashoff, M. (2002). It's your ship: Management techniques from the best damn ship in the navy. (1st edition) NY: Warner Books. ISBN10: 0446529117 or ISBN13: 9780446529112.