

# 7

## Influence, Power, and Motivation

*No man is good enough to govern another man without that other's consent.*

—Abraham Lincoln

*Leadership is the ability to guide others without force into a direction or decision that leaves them still feeling empowered and accomplished.*

—Lisa Cash Hanson

### Learning Objectives

- 7.1 Describe the role of influence in leadership
- 7.2 Describe the difference between influence, manipulation, and authority
- 7.3 Identify 11 key approaches to influencing others
- 7.4 Analyze how people use power
- 7.5 Understand 10 sources of power
- 7.6 Analyze the difference between intrinsic and extrinsic motivation

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How can I design myself as a leader?

#### DESIGN RELATIONSHIPS

AS A LEADER, HOW CAN I DESIGN MY RELATIONSHIPS WITH OTHERS?

#### Design Others' Success

As a leader, how can I design success for others?

#### Design Culture

As a leader, how can I design the culture of my organization?

#### Design Future

As a leader, how can I innovate?

## Introduction

Influencing others to be involved and engaged is a necessary skill for any leader. Understanding *how* you best influence others can make all the difference for the success of the followers, organization, and leader. This chapter explores the role of influence in leadership and how an individual's sources of power can impact his or her ability to lead others. The chapter concludes with a discussion on how to build a culture that motivates and empowers others.

This is the last chapter in the Design Relationships module, and intentionally considering how you will relate to and influence others is critical to leadership. Your actions impact relationships, and in many ways, determine your ability to succeed or falter. As you read this chapter, try to connect with the concepts on a relational level. In other words, consider what influence, power, and motivation look like *between* you and others and how these affect your ability and others' ability to succeed in the classroom, on the athletic field, or on the job. Whether you are inspiring a group of people to change behavior (Chapter 10), building a healthy organizational culture (Chapter 11), or encouraging others to behave in an ethical manner (Chapter 4), influence is at the heart of your work as a leader.

Most definitions of leadership include some mention of leadership being a process of influence. In the real world of leadership, influence feels like figuring out how to get followers to do something—how to get employees to work hard, get students to study, get constituents to vote. Note the language in those statements. Getting someone to do something is all about you and your motives, which means you are overlooking your most powerful tool as a leader, namely, the motivation of your followers. Why are your followers—each one of them, individually—doing what they do? What are their goals? What are their motives?

If you do not know, you should ask. If *they* do not know, ask them to think about it. And then talk about it relative to the goals of whatever organization or entity you are leading. Assuming the individual motives of others, or outright ignoring them and presuming that your goals as a leader will take precedence, will only result in frustration for everyone.

Similarly, the design framework of this textbook may lead you to think that purposefully designing the different aspects of your leadership is a solitary endeavor, similar to a “craftsman in a shed with lumber and nails, hammers and a saw, and a blueprint for a chair.”<sup>1</sup> There will certainly be times where you will need to work alone, but the model of successful design is participative, collaborative, and a mutually influential codesign.<sup>2</sup> Fortunately, many of the concepts and tools in this textbook, such as empathy and design thinking, will reinforce the codesign notion.

Before you dig into the *how* of influence, power, and motivation, every leader must frame that influence in the context of their values and intentions. Why and to what end are you trying to influence others? Is that influence just and equitable? Are you fully considering the inequalities built into your context and community—even the ones you cannot readily see? How does the system perpetuate who does and who does not have power? Embedded within all influence are issues of privilege, class, protection of unjust systems, inequality, bias, and the potential to wield that influence in ways that can harm others and/or perpetuate unjust beliefs and systems. Only those who are vigilant about the dynamics of power and powerlessness—either leader or follower—will truly foster effective leadership.

As you read about the influence tactics and sources of power described in this chapter, reflect on the range of their application—when they have been used to achieve good, and when they have been abused and caused great destruction. Many individuals see the word influence (and design in some cases) as manipulation. In reality, you influence others all the time, and in turn, others influence you. The keys are (a) be aware of that influence, (b) be aware of how that influence fosters justice and equity within the larger context, and (c) mindfully and justly decide what and how you will influence others. If you want to be the leader who makes a just, equitable, and sustainable difference, then you must continue to develop your awareness of the full range of influence: visible and invisible; leader to follower; across and within genders, ethnic distinctions, and socioeconomic differences; and from the individual level through the cultures and systems that influence assumptions. You can further explore this topic within the leadership field in John Dugan’s *Leadership Theory: Cultivating Critical Perspectives*.<sup>3</sup>

## The Path to the Goal

Leadership is the process of influencing others toward a common vision. Let’s pretend for a moment that the goal is not so common, or more likely, that the purpose (for the organization) is broad enough such that many other goals fit within it. Excellent organizational missions and visions are specific enough to guide the organization yet broad enough to allow many individuals to find the piece that motivates them. Each follower has unique, individualized goals for themselves relative to the organization. This reality is even more prevalent in creative and professional fields where great autonomy, innovation, and self-direction are necessary.

What happens on their path to that goal is where you, the leader, have significant influence. Path-goal leadership theory<sup>4</sup> highlights the variables that affect a follower’s motivation to travel the path from the present to their goal. In simple terms, here is what you can do as leader:

1. Help define the goal(s)
2. Help clarify the most effective path
3. Remove obstacles (even if that obstacle is you)
4. Provide support in a variety of ways (that do not unintentionally become obstacles)

**Leadership style** This is how a leader goes about addressing the four elements of defining the goal, clarifying the path, removing obstacles, and providing support. Styles include **Directive**: The leader provides guidance and psychological structure; **Supportive**: The leader provides nurturance; **Participative**: The leader provides involvement; and **Achievement oriented**: The leader challenges others to work to the next level.

The key to maximizing follower motivation lies in how the leader goes about addressing these four elements, often called a **leadership style**. What does each of these elements look like from your perspective as a leader? How would you go about accomplishing these for each follower?

A leader's *style* represents the beginning of you understanding your tendencies but only as a springboard from which to shift and alter your behaviors to maximize follower and organizational success. Many leaders will justify their ineffective behavior by saying (and thinking), "Well, that is my leadership style; my followers will just have to get used to it." Maybe . . . or maybe they (your followers) will disengage, sabotage the mission, or just find another organization.

The great news: With work, you can change your default leadership style, and doing so is as easy as refocusing on what each follower needs, their goals, the path to those goals, and what the task/s requires. The fit between these variables, as shown by leadership scholar Peter Northouse,<sup>5</sup> is shown in Table 7.1 below.

**TABLE 7.1 • Fitting Leadership Behavior With Follower and Task**

Leadership Behavior (aka, your style)	Follower Characteristics	Task Characteristics
<b>Directive</b> Provides guidance and psychological structure	Dogmatic, authoritarian	Ambiguous, unclear rules, complex
<b>Supportive</b> Provides nurturance	Unsatisfied, need affiliation, need human touch	Repetitive, unchallenging, mundane
<b>Participative</b> Provides involvement	Autonomous, need for control, need for clarity	Ambiguous, unclear, unstructured
<b>Achievement oriented</b> Provides challenge	High expectations, need to excel	Ambiguous, challenging, complex

Effective leaders discern what style will work best given the situation, to what degree, at what point, and with whom.<sup>6</sup> If you are working with high-achieving individuals who are very self-directed, using a directive style will not only be ineffective but also be perceived as condescending and an obstacle in the path. We will explore this notion in greater detail later in the chapter.

There are many leadership styles—including more to this particular theory. However, the essential message remains: *To be effective, leaders need to facilitate followers by providing those things that will help their progress and by removing obstacles from that progress.*

## LEADERSHIP THAT MAKES A DIFFERENCE

A challenge that has plagued college campuses for decades is hazing. For instance, in a study of more than 325,000 NCAA athletes, more than 80% reported having been exposed to "questionable to unacceptable activities."<sup>7</sup> Hazing most often occurs in Greek societies,

athletic teams, and the band. And while one would like to think the problem has gotten better, there have been a number of high-profile cases in recent years that have brought shame and disgrace to individuals and their institutions.

The roots of hazing likely stem back to the military and other *rites-of-passage* ceremonies that new or younger members have endured. From a power and influence perspective, it is a fascinating topic because on a college campus the desire for inclusion can be overwhelming, and seemingly *good* people engage in activities that are dangerous, abusive, and demeaning. It would seem that the individuals engaged in the hazing have a great deal of influence and power over the individuals being hazed. According to Chaney, the practice of hazing continues in many organizations on college campuses, even though

illegal in 44 states and highly discouraged by college administrations.<sup>8</sup>

Unfortunately, the leadership that makes a difference in this instance is the *toxic* leadership. While not all bands, teams, or fraternities haze, in this instance, the *common vision* is warped, lacks morality, and is illegal in many places. Perhaps even more disturbing is the number of bystanders who may not actively engage but do not have the fortitude and courage to stand up to the ringleaders. Why? What influence tactics are used? How is power being used or abused? What motivates someone to haze or be hazed?

At the heart of effective leadership is a strong sense of self and the values that guide the leader's work. Alignment between expressed values and actions is paramount when working with others. Individuals who align values and activities not only serve as role models for others, they build trust—a key ingredient for leadership and relationships.

## Forms of Influence

### Learning Objectives

7.1 Describe the role of influence in leadership

7.2 Describe the difference between influence, manipulation, and authority

Just like many other topics, there is an entire literature base on the topic of influence.<sup>9</sup> It is a complex subject and requires self-awareness, awareness and empathy for others, and a sound grounding in your values. **Influence** is the process of moving individuals or groups to the desired mindset, position, behavior, or place. Leaders need to consider an even more fundamental idea of influence, namely, that while they are influencing others, they too are subject to being influenced. Once this reality is understood, leaders can more fully understand their motivations. The leader can consider five dichotomous elements. For instance, what would be more effective? Direct influence, like an appeal to why this task is important, or an indirect influence, like appealing to a follower's colleagues who then influence the follower? Should the influence be overt such that they know you are trying to influence them in a specific manner, or covert such that the influence is masked?

There are also physical, psychological, and contextual dimensions to influence, as shown in Table 7.2 on page 176. For instance, are you using some kind of psychological/cognitive means of influence (e.g., appeal to relationship, guilt inducement, etc.); a physical means (i.e., something more tangible like bonus pay); or contextual, where you alter the environment as part of influencing (e.g., play soothing music, take away the chairs so folks have to stand and talk)?

**Influence** The process of moving individuals or groups to a desired mindset, position, behavior, or place

## REFLECTION QUESTION

Which of the forms of influence listed above have you used in the last couple days with your peers, at your job, or in your student organization?

TABLE 7.2 • Forms of Influence

Form of Influence	Form of Influence
Direct—Leader focuses influence efforts on the specific subject of influence.	Indirect—Leader seeks to influence the subject by way of other individuals.
Overt—Leader’s efforts to influence are clearly seen.	Covert—Leader’s efforts to influence are hidden.
Conscious—Leader wants subject to be aware of efforts to influence.	Unconscious—Leader wants subject to be unaware they are being influenced.
Active—Leader is currently purposefully trying to influence others.	Passive—Leader is influencing others even without purposefully trying.
Individual—Influence is focused on a single person.	Group—Influence is focused on a group and utilizes group dynamics.

## LEADERSHIP BY DESIGN

### Design Principle: Signal-to-Noise Ratio

**Definition:** The ratio of relevant to irrelevant information.

**In Other Words:** How much junk is in the way of important stuff?

**For Example:** How does a mascot clearly express themselves or tell a story without using any words? They have a strong signal-to-noise ratio since their actions are not muddled by speech. Likewise, PowerPoint presentations with too much information on each slide are filled with noise that distracts from key points.

**For Leaders:** What is your signal-to-noise ratio when it comes to your followers? How much of what you communicate is relevant (to them) versus not relevant? Leaders influence others through the many ways they communicate, but those messages need to be clear, focused, and relevant. Be mindful of the



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signal-to-noise ratio that you put forth in all the ways you and your organization communicate. Confirm shared meaning. Edward Tufte said, “There’s no such thing as information overload, only bad design.” What *noise* is getting in the way of your designing leadership relationships?

**Authority figure** an individual whose role provides them with formal power to determine the fate of individuals or groups

### The Difference Between Influence and Authority

In addition to forms of influence, leaders should understand the difference between influence and authority or what is called legitimate or formal power. An **authority figure** is an

individual whose role provides them with formal power to determine the fate of individuals or groups. **Formal power** is legitimate power bestowed upon an individual who holds a position or role (e.g., judge, police officer). For instance, a police officer has the formal power to give you a ticket, a judge can put you in jail, and your professor has the authority to issue you a grade. And while you may not agree with their decisions, they have the authority afforded to them by a larger body because of their role. Leadership scholar Ron Heifetz has a unique and interesting perspective on this concept.

**Formal power** legitimate power bestowed upon an individual who holds a position or role (e.g., judge, police officer)

Our language fails us, too, when we discuss, analyze and practice leadership. We commonly talk about “leaders” in organizations or politics when we actually mean people in positions of managerial or political authority. Although we have confounded leadership with authority in nearly every journalistic and scholarly article written on “leadership” during the last one hundred years, we know intuitively that these two phenomena are distinct when we complain all too frequently in politics and business that “the leadership isn’t exercising any leadership,” by which we actually mean to say that “people in authority aren’t exercising any leadership.”<sup>10</sup>

It is important to remember that leadership is not about the use of formal power and authority. In many ways, it is about using **informal power**, which is derived from an individual characteristic such as charisma, expertise, experience, wisdom, and so forth. Leadership is about influencing others toward a shared vision. They are partners in the process and want to engage and commit to a better future.

**Informal power** power derived from an individual characteristic such as charisma, expertise, experience, wisdom, and so forth

## The Difference Between Influence and Manipulation

There is also a very important difference between influencing someone and manipulation. **Manipulation** is similar to influence but often with more of a hidden or inauthentic intent. Manipulation usually involves an ulterior or hidden motive.<sup>11</sup> There is a level of deceit in manipulation. A general objective would be that leaders are transparent and upfront about their motives as they work to move individuals or groups to a desired mindset, position, behavior, or place.

**Manipulation** similar to influence but often with more of a hidden or inauthentic intent

## Moving Individuals and Team From A to Z

### Learning Objective

#### 7.3 Identify 11 key approaches to influencing others

Influencing up, down, across—the process of influencing others is multidirectional, and it is likely you have been influencing others your entire life. Whether it is your peers when making plans on a Friday evening or influencing your parents to let you stay out just a little later in high school—you were practicing influence. Organizational life is very similar. Throughout your career, you will be influencing your peers, your subordinates, and your supervisor. An adage goes that “we all answer to someone.” If you view your student organizations, your internships, and your job as practice fields, you will be ahead of the game. Likewise, if you pay close attention to how others in the organization are successfully influencing up, across, and down, you will glean important data as you progress through the organization.

According to authors Ricky Griffin and Jean Phillips, “all influential people have power, but not all powerful people have influence.” As discussed, influence is a central activity when leading others, and as a result, it is an important skill whether you have formal authority or not. In other words, even when you are not *in charge*, you still have an opportunity to influence others. A number of the concepts discussed in this chapter are relevant regardless of your title or formal role.

People with real or perceived power can wield a great deal of influence.<sup>12</sup> An individual who brings a great deal of experience or expertise to a situation will often have influence over the group. People will place trust and confidence in their opinion. But this quality of being believed (i.e., credibility) is a powerful force that must be used with care. Individuals can overestimate their abilities, or they may underestimate the complexity of the context, which can mean proposed solutions are really not as straightforward and simple as suggested.<sup>13</sup> Likewise, group members need to think critically about the suggestions from people who have a great deal of expertise or experience. Blindly trusting can be a recipe for disaster.

## REFLECTION QUESTIONS

Can you think of a time when you blindly placed too much confidence in an individual who had a great deal of experience or expertise? What was the context? What were the positive or negative results on you or the group?

## Influence Tactics for Leaders

**Influence tactics** These are actions designed to move others to a desired mindset. Examples include (a) **Rational persuasion:** Sharing facts and using logic to persuade others; (b) **Lead a coalition:** Convening a group of like-minded people to convince decision makers; (c) **Win-win:** Helping others see how they will benefit from your idea or solution; (d) **Inspirational appeal:** Aligning your proposed direction with the values, mission, and vision of the group or organization; and (e) **Ingratiation:** Increasing the level of positive feelings among the key decision makers.

The following section comprises a list of influence tactics that is by no means exhaustive but provides a strong foundation for anyone hoping to lead others. **Influence tactics** are actions designed to move others to a desired mindset. Three words need to be top of mind as you influence others—*experimentation*, *authenticity*, and *intentionality*. First, no single resource will tell you exactly how to influence—not your mom, the team, your peers, or your supervisor—but they all will provide clues. In essence, you are running a well-planned *experiment*. Similar to the sciences, some experiments work, and others do not. The second word, *authenticity*, means that you are open and honest about your intentions. People do not want to feel manipulated or duped because of your ulterior motives. Likewise, tactics such as manipulation and deceit diminish trust—the foundation of stable relationships. The third word is *intentionality*. Purposefully plan and prepare for how you will influence others. An *off-the-cuff* influence attempt likely will not yield the results that a planned intervention will. As a result, you need to be intentional about how you intervene. It is not merely a default reaction or a last-minute, knee-jerk response.

**Involve Others/Consulting**—By involving others, you are providing them with a voice to help set the course and determine their role in the group’s or organization’s success.<sup>14</sup> Also, you are helping them acclimate to the new direction, provide input, and gain enthusiasm based on the energy of the group. By involving others, there is a shared sense of mission and shared vision which can unleash the energy needed to accomplish great things. Where have you seen this approach work in the last week?<sup>15</sup>

## LEADERSHIP BY DESIGN

**Design Principle:** Horror Vacui

**Definition:** A fear of emptiness that results in a tendency to favor filling that emptiness with objects, sound, or meaning.<sup>16</sup>

**In Other Words:** People fear empty space and are compelled to fill it.

**For Example:** Essay questions on exams should be answered concisely, but if there is still room left over to write more, students may feel compelled to fill in the blank space with redundant information. Likewise, if you post a question with a blank space, people will be compelled to \_\_\_\_\_.

**For Leaders:** Leaders who can overcome the *horror* of empty space add considerably to their influence toolkit. When you leave open space for your followers, they will fill it—with activity, with

meaning, with innovative ideas—all of which communicates that you value and trust their contributions. The simplicity of unfilled spaces can more clearly highlight and focus on what is in the space—like the mission or a particular project. Try sitting in silence with someone—they are inevitably compelled to speak—to fill the space with words. When you are comfortable with the empty space of silence, it communicates confidence, gives you time to think, and provides an opportunity for others. What empty spaces are you compelled to fill? When you purposefully leave an empty space, others will be compelled to fill it, often with their own meaning. Be cautious with *horror vacui* though. Who or what are you silencing when you choose to fill an empty space versus encouraging others to do so? Taylor Swift even sings about *horror vacui*—she has a blank space, so she wants to write your name.<sup>17</sup>

**Facts/Logic/Rational Persuasion**—While it is well established that humans do not always make decisions based on what makes logical sense,<sup>18</sup> helping others understand the logic behind your thinking is important because it will resonate with a faction of the individuals you are working to influence.<sup>19</sup> The key is to align your logic with the values and needs of the group you are working to influence. For instance, if you are influencing a group of sales managers, you would want to provide concrete information on how your solution could improve sales and increase their return on investment. When have you used this with a professor?

**Relationships**—Relationships and influence are closely interconnected.<sup>20</sup> As a result, it is vital that you do your best to build strong, lasting relationships when possible. While this is easy in concept, building relationships takes time and energy, which at times, individuals do not feel they have. However, strong relationships are an investment and a critical influence strategy. More often than not, people are influenced by others that they trust and like. Do you have a relationship with the last person you asked to write you a letter of recommendation?

**Lead a Coalition**—The adage of *strength in numbers* is an important concept when it comes to the topic of influence.<sup>21</sup> A lone voice has much less power than a group of individuals with a shared mission or vision for a better future. However, just because you have a coalition of motivated individuals does not mean everything is set. It will be wise to weave in elements such as logic, relationships, win-win, and empathy as well. When was the last time you were part of a coalition of friends who wanted to get your way?

**Emphasize Win-Win**—When influencing others, it is important to emphasize the win-win. In other words, you are helping others see how they will benefit from the approach or strategy you are suggesting.<sup>22</sup> Framing an option as a win-win allows all parties

**Rational persuasion** See Influence tactics

**Lead a coalition** See Influence tactics

**Win-win** See Influence tactics

to benefit from the proposed solution. This approach requires empathy which means that you can place yourself *in the shoes* of the other individual. You can see the issue from their perspective and identify approaches that will help them accomplish their goals. When have you used this on your parents?

**Create Positive Energy**—If you have enthusiasm and energy for your proposed solution, it is likely that others will too.<sup>23</sup> Create positive and authentic energy around your recommended course of action. While not a silver bullet, positive energy is a necessary ingredient. When combined with other influence tactics in this section, positivity and optimism have enormous power to influence. One caveat: It is vital that your optimism and enthusiasm are authentic, measured, and appropriate. Who among your peers does this best?

**Inspirational appeal** See Influence tactics

**Inspirational Appeal**—Similar to creating positive energy, inspirational appeal is more focused on aligning your proposed direction with the values, mission, and vision of the group or organization.<sup>24</sup> You are appealing to the core of what the group was intended to be. A famous example of this would be Martin Luther King, Jr.'s *I Have a Dream* speech in which he aligned his words and hopes with the founding tenets of the United States of America. With an inspirational appeal, it is all about bringing your argument back to the mission and living into the purpose of the organization or institution. Can you think of the last cause you gave to? How did the concept of inspirational appeal influence your decision?

**Negotiation/Bargaining/Exchange**—Humans have been influencing one another via bargaining and exchange since the beginning of their existence. Also known as *reciprocity*, it means an exchange of *this* for *that*.<sup>25</sup> It is likely you have been using this influence strategy your entire life with peers, parents, siblings, and supervisors. It is an important tool because if both parties can feel like they are gaining something, it is more likely that an agreement can be made. The key is empathy. What do they need, and how will your exchange help them achieve *their* goals? How is this similar to but different from win/win?

**Personal Appeal**—A personal appeal relies heavily on the relationship between two individuals.<sup>26</sup> In a sense, it is using the connection as a primary reason for compliance. While it is true that relationships are critical to the influence process, it is important to observe when you are being asked to make decisions that go against what is ethically appropriate; fair; or, at an extreme, illegal. Personal appeal is a powerful force. Most people want to see their friends and inner circle succeed and progress. Have you used personal appeal in the last couple of days?

**Pressure/Coercion**—An individual using this influence strategy is often using their formal power or authority to dictate behavior.<sup>27</sup> There are many shades of this influence strategy, from offhand comments, such as “you better start studying because you cannot afford to fail this exam,” to outright threats and violence. While pressure and coercion can seem extreme, they are valuable tools that most people in leadership have to use at one time or another. For instance, a chronically underperforming employee or an individual working outside of the rules and expectations may need to be pressured to act in line with organizational expectations and norms.

**Ingratiation** See Influence tactics

**Ingratiation**—An individual using this influence tactic is concerned with increasing the level of positive feelings among the key decision makers.<sup>28</sup> Making oneself more likeable to followers in order to influence them can be direct, or through association. A statement such as, “Under Xiaoting’s leadership we have come so far, and this strategy is a way for us to continue his legacy,” purposefully appeals to the positive feelings Xiaoting elicited as a leader. A leader using this appeal wants to influence followers to adopt the proposed strategy in the statement because followers liked Xiaoting and his actions. Similar to many other influence strategies, this approach combined with logic, win-win, inspirational appeal, and so forth can be a powerful combination. Can you think of a time you could have used this tactic?

**TABLE 7.3 • Influence Tactics for Leaders**

Influence Tactic	Definition
Involve others/consulting	Involving others in the decision-making process
Facts/logic/rational persuasion	Sharing facts and using logic to persuade others
Relationships	Using personal relationships to sway opinions
Lead a coalition	Convening a group of like-minded people to convince decision makers
Emphasize win-win	Helping others see how they will benefit from your idea or solution
Create positive energy	Building enthusiasm and energy for your proposed solution
Inspirational appeal	Aligning your proposed direction with the values, mission, and vision of the group or organization
Negotiation/bargaining/exchange	Exchanging <i>this</i> for <i>that</i> or engaging in dialogue to establish a path forward
Personal appeal	Appealing to personal relationships as a way to sway opinions
Pressure/coercion	Using formal power or authority to dictate behavior
Ingratiation	Increasing the level of positive feelings among the key decision makers

## Gaining Power in Groups and Organizations

### Learning Objectives

7.4 Analyze how people use power

7.5 Understand 10 sources of power

At times, the word *power* can be perceived as a negative thing. In truth, power is neither good nor bad. Humans make it so. In other words, what people do with their power will make all the difference. As we explored in Chapter 4, some have used their power for destructive purposes or show up as “bosses from hell” as scholar Ron Riggio<sup>29</sup> suggests. These individuals are using personalized power, which is about using power for personal gain.<sup>30</sup> Another type of power is called socialized power, which is used to benefit the masses. For instance, for years Kiwanis has had a mission of “serving the children of the world.” Through their Eliminate Project,

Kiwanis’ current global campaign for children, The Eliminate Project: Kiwanis eliminating maternal/neonatal tetanus, aims to raise US\$110 million and save the lives of 129 million mothers and their future babies. In partnership with UNICEF, Kiwanis is committing by 2015 to eliminating maternal/neonatal tetanus, a disease that kills one baby every nine minutes.<sup>31</sup>

This story is an example of an organization using its power and ability to mobilize hundreds of thousands of men and women toward one cause and make a difference in the world. Leaders should consistently reflect upon how they are using their power. Likewise, a

strong ethical foundation (see Chapter 4) and awareness can help leaders ensure that they are clear on what they stand for and are living their values.

## Sources of Power: Personal and Positional Power

A relevant and interesting conversation for you reading this text is how an individual gains power and formal authority in an organization. What is the source of that influence? **Sources of power** comprise the specific origin of your capacity to influence others. After all, many of you reading this text hope to take on positions of leadership on campus, in your community, and perhaps across the globe. As you read this section, note that you have already achieved power and authority in multiple domains throughout childhood. For instance, as you review the sources of power in the following section, think about your peer groups, athletic teams, internships, student organizations, and so forth. It is likely you have three or more sources of power in many of these domains. The key to gaining power in an organizational context is intentionality. Are you purposefully working toward multiple sources of power? Are you consistently working to develop your knowledge, skills, and abilities in various domains? If so, you are likely on the right path.

**Reward Power**—Often associated with a formal position of power, reward power means that you can formally reward an individual for their efforts.<sup>32</sup> This recognition could be a monetary reward or some other perk that you have the authority to grant (e.g., vacation time, free meal). It could also mean that you can reward an individual with a promotion or opportunity to advance their career in some form or fashion. In many respects, your parents had this form of power and could reward you with benefits such as special privileges (e.g., staying out later), money, or gifts (e.g., a car). Here are some questions to help you determine your level of reward power.

- Do you hold a position on campus or in the community that allows you to reward others with special perks or money?
- Do you have the ability to reward an individual in your organization? Something that would exchange their hard work or effort with something they would value?

**Personal Charisma/Referent Power**—Some people have that *it* factor that others find attractive. Perhaps it is their optimism or enthusiasm<sup>33</sup> or perhaps their charisma that you read about back in Chapter 2. Not necessarily in a physical sense, but their humor, their zest for adventure, perspective on life, positive energy, view of a better future, endearing quirks, and ability to *connect* set them apart from the rest. Think of the person in your circle of friends who attracts others to be a part of the club, organization, or festivities. Those with referent power have strong interpersonal skills. Here are some questions to help you determine your level of charisma/referent power.

- Are you an individual who is a *hub* for the action? Do you have a wide variety of friends in many contexts? Are you a connector?
- Do your energy and enthusiasm attract others?
- Do people tell you that you are charismatic and an *attractor* when it comes to people?

**Outmatched Effort**—Individuals who consistently display superior effort. The term *outmatched effort* is contextual.<sup>34</sup> For instance, in an accounting firm during the busy season, it is not uncommon to work 12- to 14-hour days. In a similar vein, it is not uncommon for young medical residents to work very long hours—it is a part of the culture. In other contexts, an individual who worked these hours is an individual who puts in an extraordinary amount of time and energy. Here are some questions to help you determine your level of effort.

**Sources of power** This is the specific origin of your capacity to influence others. Examples include (a) **Referent power**: You attract others through your enthusiasm, energy, humor, and optimism; (b) **Outmatched effort**: You consistently display superior effort; (c) **Legitimate power**: You have actual authority over an individual or group.

**Referent power** See Sources of power

**Outmatched effort** See Sources of power

- Do your professors know you and your work? Would they say it is above and beyond the work of others or middle of the pack?
- Would your internship supervisor advocate for you? Did he or she see you work above and beyond the other interns, or are you in the bottom 50% when it comes to effort?
- Are you a *go to* person because people in your organization know you will get the task done?

**Wealth/Resource**—At first blush, you may be thinking about wealth as money, which of course is a source of power. However, wealth can be thought of as a *span of control*. Obviously, the president of a sorority has more wealth or span of control than a new member in the organization—the president is in charge of a \$500,000 budget, the actions of 100+ women, and so forth. In corporate life, an individual running a multimillion-dollar division has more wealth than a director with a team of six (unless it is an exceptional group of six). Here are some questions to help you determine your wealth:

- Do you have a significant level of responsibility in your organization? Are you the captain of the team? President of the club? Senior resident hall advisor? Student body president?
- In the position(s) you hold, do you have control over how money is spent and allocated? Do you set the budget? Distribute the funds? Collect the dues?
- Do people see you as critical to the success of the organization?

**Expertise**—Individuals who display this source of power have a superior command of domain-specific knowledge. They have continually pushed well past the threshold of competence and are focused on developing their knowledge.<sup>35</sup> However, like other domains, expertise is relative. For instance, a senior resident advisor naturally has more expertise than junior advisors; however, one senior advisor likely knows policy much better than others. In a similar vein, some football players have spent more time studying the playbook than others—they have a strong command of the content. In organizational life (e.g., corporate, nonprofit), the individual with the most expertise has a great deal of power. Here are some questions to help you determine your level of expertise.

- Do colleagues or peers comment on your knowledge or command of the content?
- Have your peers, professors, or faculty advisors commented on your expertise?
- Do you enjoy the process of learning and building expertise in and out of the classroom?

**Relevance**—Relevance as a source of power means that you have responsibility for mission-critical work in your organization.<sup>36</sup> In health care, nurses and physicians are highly relevant to the task. At a college or university, the president is relevant to advancing the mission and vision of the institution. Individuals with highly relevant roles have power and authority. For instance, in a fraternity, the recruitment chairman may have a more relevant role than the chorister or secretary. High-quality meeting minutes mean nothing if you do not have members. Here are some questions to help you determine your level of relevance.

- Are you a hub for activity? Do people need to work through you to complete their work?
- Is success in your role mission critical to the success of the organization?
- Is your role highly regarded as an honor?

**Visibility**—Visibility means that key decision makers or influential figures see you in action.<sup>37</sup> They see your skills or expertise in action, and this can open doors—quickly. Think of a coach watching a new player on the field display her talent—that visibility is a source of power because the individual moves forward from the pack in the eyes of the decision maker. Of course, this applies in the workplace as well, so how are you aligning yourself with committees, philanthropic endeavors, or projects that are critical to organizational success? If you don't, you may reside in the *cube farm* for longer than you would like. Here are some questions to help you determine your level of visibility.

- Your CEO, division leader, or department head knows your name and has seen your work, and they were impressed . . .
- On campus, you have an extensive network in and outside of your various organizations. Because of your involvement in the community, influential people in the community have seen your work and were impressed by your efforts.
- Strangers know who you are—and for good reasons.

**Network**—An individual's network is another source of power. The saying “it is not what you know, but who you know” can ring true. Individuals with a broad and vast network merely have access to resources that others may not.<sup>38</sup> So it is wise to invest in your network on campus, in your organization, and in the community. Investing in your network can pay off in many ways. First, your network can open doors that would otherwise be difficult to enter. Also, your network can provide guidance and mentoring in times of transition or change. Third, your network can serve as a peer group and social outlet. Investing in your network is a long-term process. It is a way of being. Here are some questions to help you think about your network.

- Do people make comments about the number of people you know on and off campus?
- Do you have coffee, lunch, or a drink with at least one or two people outside of your immediate peer group each week?
- Do you think of your family (e.g., aunts and uncles), family friends, and your friends' parents as part of your network? Have you connected with people in these realms to learn more about their path?

**Legitimacy**—Legitimacy means that you align with the written and unwritten norms, values, and goals of the group.<sup>39</sup> On an athletic team, an individual with this source of power may be a team player, behave well off the field, excel in competition, know the sport well, practice with great determination, embody the values of the team, and so forth. If the list mentioned above is what the team values, we could likely judge each team member on those dimensions and determine the person who most closely aligns with the list. Likewise, there would be some individuals with two or three but who are missing one or two important attributes (behave well off the field and practice with great determination). It is important to note that every group and organization has unwritten rules as well. It is important to observe these at play and understand how you do and do not align with them. For instance, it could be an unwritten rule that your boss promotes the people who work the longest hours. It is never said, *per se*, but her value for long hours is something you need to pick up on to be successful in that context. Here are some questions to help you think about your legitimacy.

- Do people say, “if we just had more of you we would be in a better position”?
- What did legitimacy mean at your last internship or job? What were the written and unwritten rules for success?

- What does a student with legitimacy look like in the classroom? Think of your courses and explore this concept.

**Legitimate Power**—Different from *legitimacy*, legitimate power means that you have actual authority over an individual or group.<sup>40</sup> For instance, a professor may have legitimate power over you as a student—they hold your grade in their hands. Or, you may have the authority to hire or fire an individual at your job. These are forms of legitimate power—a power granted to you by function of your role. Before using legitimate power to change behavior (e.g., putting someone on a 90-day plan or firing them), you should use influence to encourage a change in behavior. Here are some questions to help you think about legitimate power.

**Legitimate power** See Sources of power

- Have you served in a role where you had specific authority over others? Examples may be approving expenditures, setting someone's schedule, approval of requests, the power to hire someone, and so forth.
- When have you witnessed someone (coach, boss) using legitimate power to ensure compliance of a group? How did their use of this source of power impact the group's motivation or morale?
- Do your parents have legitimate power? If yes, how so? If no, why?

One final note on power. Reflect upon what happens if an individual lacks specific sources of power. In other words, you could have five to six of the sources of power listed in Table 7.4, but lack *expertise*, and you will be limited in your ability to connect at the highest levels. Likewise, it is likely you have a few of these sources of power in one domain (e.g., your athletic team) but not in others (e.g., the club you just joined). Depending on the context, it can take years to gain a position of formal authority or prestige. For instance, in your internship, it is unlikely you gainfully obtain many of the sources of power listed below in three to six months. All of this takes time, perseverance, resilience, patience, and a little luck.

**TABLE 7.4** • Sources of Power

Source of Power	Definition
Reward power	You can formally reward an individual for their efforts.
Personal charisma/ referent power	You attract others through your enthusiasm, energy, humor, and optimism.
Outmatched effort	You consistently display superior effort.
Wealth/resource	You have financial wealth or, in an organizational context, a wide <i>span of control</i> under your purview.
Expertise	You have a superior command of domain-specific knowledge.
Relevance	You have responsibility for mission-critical work in your organization.
Visibility	Key decision makers or influential figures see you in action.
Network	You have a wide and vast network.
Legitimacy	You align with the written and unwritten norms, values, and goals of the group.
Legitimate power	You have actual authority over an individual or group.

## Motivation

### Learning Objective

#### 7.6 Analyze the difference between intrinsic and extrinsic motivation

**Motivation** the internal desire for a person to act

**Motivation** is the internal desire for a person to act. Everyone—believe it or not—is motivated. The trouble lies in *what* they are motivated to do, and in some cases *how* they are motivated. According to scholars, “To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated.”<sup>41</sup> In this section, you will explore ways to create a culture that is energizing by capitalizing on intrinsic motivation and one that activates others toward a desired (by both the individual and the leader) goal or vision.

### Intrinsic and Extrinsic Motivation

**Intrinsic motivation**  
engaging in an activity for the inherent joy of the task

**Extrinsic motivation**  
engaging in an activity because of external rewards for doing so

In 1971, Deci asserted that some activities have inherent benefits and do not need external rewards. These came to be known as intrinsic motivators.<sup>42</sup> **Intrinsic motivation** is about engaging in an activity for the inherent joy of the task, while **extrinsic motivation** is about participating in an activity because of external rewards for doing so. Interestingly, many scholars found that intrinsic motivation diminished with the presence of external rewards.<sup>43</sup> Other scholars have found that both intrinsic and extrinsic motivators jointly predict performance.<sup>44</sup>

## LEADERSHIP BY DESIGN

### Design Principle: Entry Point

**Definition:** A place where one enters, physically or in their attention focus, into a deeper space of your place, product, context, or concept.

**In Other Words:** Where and how do you enter or begin?

**For Example:** Common entry points you know: Judging a book by its cover; a class by its course title; a person by their look or handshake; or a store by its front space and door. An airport is an important entry point to a city that can influence the rest of the trip.

**For Leaders:** A first impression is the entry point of a person; it influences perceptions and attitudes that affect future interactions. Physical entry points have progressive lures to attract and pull people into the space, such as footsteps painted on the floor entering the door or sidewalk tent signs. How do you progressively lure followers to enter your organization, the mission, or the team? Good entry points also have minimal barriers and clear paths. What might be or



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### WHAT DOES THIS ENTRY POINT TELL YOU?

appear too complicated or difficult for followers that keeps them from entering a project or the culture of your organization? Consider the entry point as a highly influential aspect of any design, including the design of your leadership relationships.

## Sources of Intrinsic and Extrinsic Motivation

Sources of power represent your capacity to influence. **Sources of motivation** comprise the conditions that you design to alter someone's internal desire to act. The following section is a list of strategies that leaders and managers must have in mind when exploring the concept of motivation. By doing so, you can create a system that fits the needs and desires of your team members and your organization. And like other concepts explored in this text, you need to experiment. It is likely your first attempt will not yield perfect results. Also, it is important to pay close attention to your employees. Are they behaving in a way that a motivated team member should?

**Financial Compensation**—Financial compensation is a motivating factor for some but not all.<sup>45</sup> Is your organization below the average income in your industry? At the top? Somewhere in the middle? What is your strategy? Starbucks has a history of compensating (pay and benefits) its employees in a very different manner from the industry standard.<sup>46</sup> In fact, it was an essential element of their strategy to make Starbucks your *third place* (first being home, second being work). By compensating their employees fairly, they bet on the fact that they would retain good people who had relationships with their customer base. Is money everything? No, but it is an important consideration.

**Alignment With Values**—Research has found that an individual will feel more motivated to perform when the mission and values of the organization align with their value system.<sup>47</sup> For instance, an individual who values service to their community will resonate with an organization that prioritizes *giving back* to the community as a core priority. Does your organization promote and live its values? Do your team members make connections between their values and the organization's?

**Meaning**—People who find significant meaning in their work are more motivated to perform at the highest levels.<sup>48</sup> For instance, an individual who sees purpose by helping people in the writing center will be more energized to produce *above and beyond* in their role. Of course, the key is to find work that is intrinsically meaningful to you. This takes exploration and a great deal of self-awareness. When you become a supervisor, it is important to coach and mentor others through this process as well.

**Showing Appreciation**—It sounds so simple, but think about all the people in your life who struggle to show appreciation<sup>49</sup> with a simple *thank you*. In addition to verbal appreciation, managers can praise via text, e-mail, or a handwritten note. Develop a habit of mind when it comes to appreciating others. Do you notice and acknowledge the *good* that your parents, peers, teachers, coaches, supervisors, and mentors do? People are motivated to work above and beyond when they feel appreciated for their efforts. If someone has given you their time, they deserve your appreciation.

**Reward and Recognize**—A more formal and sometimes more public way of showing appreciation, reward and recognition are other sources of motivation.<sup>50</sup> Often, reward and recognition involve structured systems of recognition (e.g., an employee of the month or employee of the year) or a bonus structure for meeting goals and objectives. While not a silver bullet, a reward and recognition program is an excellent addition to many of the other motivational techniques explored in this section.

**Empowerment**—The term empowerment has multiple meanings. In general, empowerment means that individuals feel a sense of ownership/control and competence in their work or projects.<sup>51</sup> From a situational leadership perspective, it may take some time until the leader can genuinely *turn over the reins* to a team member or employee. However, the most competent and committed followers are those individuals who are autonomous and who can be trusted to produce high-quality work with little or no direction. Autonomy and self-determination are significant sources of motivation. But in most cases, it is unrealistic to think that someone can achieve this level of trust and autonomy from the beginning. The road to empowerment is complicated and is a process that involves organizational analysis, coaching, and experience.<sup>52</sup>

### Sources of motivation

These are the conditions that you design to alter someone's internal desire to act. Examples include (a) **Empowerment**: You feel a sense of ownership/control and competence in your work; (b) **Autonomy**: You feel ownership in how tasks are accomplished; (c) **Career pathing**: You have a clear sense for how you can progress and move forward in the organization; and (d) **Psychological safety**: You have trust in the organization, your supervisor, and your peers.

### Empowerment

See Sources of motivation

## MYTH OR REALITY?

### ONLY ABOUT ONE-THIRD OF EMPLOYEES IN THE UNITED STATES ARE ENGAGED IN THEIR JOBS.

Reality. In 2014, about 31.5% reported being engaged, and in 2015, the number remained relatively stable at 32%. According to Gallup,

research shows that employee engagement is strongly connected to business outcomes essential to an organization's financial success, such as productivity, profitability and customer engagement. Engaged employees support

the innovation, growth and revenue that their companies need.<sup>53</sup>

According to the article, disengaged employees simply show up and pass the time and really do not work above and beyond for the betterment of the organization. Gallup also found that disengaged workers cost the U.S. economy more than half a trillion dollars annually.<sup>54</sup>

**Belonging**—Feeling a sense of belonging and comradeship with the group is another source of motivation which is founded in relationships.<sup>55</sup> As a result, it is important to focus on creating a sense of team so that all members understand their role and contribution to the team. In part, leaders have an opportunity to ensure that they have worked to create a sense of belonging. And while it is unrealistic to think that every team member will always mesh or fit in with the larger group, it is an important task and goal for anyone leading a team.

**Achievement/Success/Competence**—When people feel like they are successful in their endeavors, it is a source of motivation.<sup>56</sup> So a feeling of competence and achievement can drive motivation. As a leader, you have an opportunity to ensure that team members are provided with the correct coaching and feedback to develop as members of your team. The challenge can be to not overwhelm and to provide adequate tasks and activities that fit the individual's ability level.

**Fairness**—A lack of perceived fairness can diminish trust, which, in turn, can reduce an individual's motivation.<sup>57</sup> So, as a leader, ensure that (a) you are fair in your interactions with people and (b) you do everything possible to ensure that fairness is a norm in the organizational environment. At times, *in-group*<sup>58</sup> members (people with close relationships to decision makers) can be given (consciously or unconsciously) preferential treatment, which can lead to lawsuits, mistrust, decreased levels of motivation, and lower productivity.

**Autonomy** See Sources of motivation

**Autonomy**—People with a sense of independence feel ownership in the decision-making process.<sup>59</sup> Autonomy is a significant source of motivation for individuals who appreciate and enjoy the freedom to decide how their work is completed. However, like the other sources of motivation, this is not a panacea. Too much autonomy too soon can be disastrous for both the individual and the organization.

**Feedback/Coaching**—Feedback and coaching help the development and growth of team members.<sup>60</sup> As a formal or informal leader in your organization, coaching from one's immediate supervisor is vital. Without effective coaching and feedback, team members will struggle to work to their full potential and may struggle to meet expectations. At times, supervisors can feel uncomfortable when taking on a coaching role because it may involve conflict and accountability. When a supervisor avoids these opportunities, teaching moments are missed.

**Flexibility** the number of different answer categories comprising ideas as a measure of creativity

**Flexibility/Freedom**—Some individuals are motivated by flexible working hours, flextime, and remote working options.<sup>61</sup> Perhaps they can work from a home office or in

a city removed from the home office. Another form of flexibility/freedom is that the role has clear benchmarks for success but does not require a set number of hours in one specific location. In other words, “we do not care when or where you work, we just care that you produce results.”

**Career Pathing**—Team members want clarity about how their career will progress in the organization.<sup>62</sup> Providing team members with clear objectives, goals, and deliverables will help them better understand what they need to do to progress in the organization. Career pathing can be a challenge for some organizations that may not have this information clearly outlined or described. Again, the key is clear baseline expectations with consistent follow through for reward once expectations are met.

**Psychological Safety**—Trust is a fundamental ingredient for any human relationship. People want to have trust in the organization, their supervisor, and peers. When trust is missing, it is difficult for employees and team members to bring their *full selves* to the work.<sup>63</sup> In addition, when trust is lacking, individuals begin to focus more and more energy on their safety or well-being versus the task at hand. Note that as a leader, there will be times where you are actively holding people accountable or having difficult conversations with people. They may have reason to mistrust you, or they may feel unsafe . . . because they are. They are not living up to expectations. So, you need to think about trust and safety in a general sense—do your high-performing, well-adjusted, functioning employees feel like you have their best interest at heart? Do they trust that you want them to succeed? Do they know that if they meet baseline expectations, they will be *safe* and know where they stand?

**Career pathing** See Sources of motivation

**Psychological safety** See Sources of motivation

**TABLE 7.5** • Sources of Motivation

Source of Motivation	Definition
Financial compensation	You are fairly compensated for your work.
Alignment with values	The mission and values of the organization are aligned with your value system.
Meaning	You experience great meaning in your work.
Showing appreciation	Your superiors and peers show appreciation for your efforts.
Reward and recognition	You are formally rewarded and recognized for your results.
Empowerment	You feel a sense of ownership/control and competence in your work.
Belonging	You feel a sense of belonging and comradery with your team or group.
Achievement/success/competence	You feel competent in your work and enjoy a sense of achievement.
Fairness	You feel that your supervisor is fair and consistent.
Autonomy	You feel ownership in how tasks are accomplished.
Feedback/coaching	You receive consistent feedback and coaching on your performance.
Flexibility/freedom	You have flexible working hours, flextime, and/or remote working options.
Career pathing	You have a clear sense for how you can progress and move forward in the organization.
Psychological safety	You have trust in the organization, your supervisor, and your peers.

An important point to remember about this topic is that there is no *silver bullet* for motivating human beings. However, some concepts have emerged that, as a leader, you need to know. Your awareness of each of these concepts will allow you to more intentionally build a culture where both intrinsic and extrinsic motivators work in concert to drive individuals and the group to the desired end. Likewise, you will be in a better position to diagnose or understand why some individuals are not motivated or working to their full potential. For instance, *person/job fit* is an umbrella term for many of the elements explored in this section. In a general sense, individuals are more motivated when the job or role is a good fit.

## Chapter Summary

Designing relationships involves the mindful application of influence, power, and motivation. These three constructs comprise a reality of leadership activity that requires careful consideration to ensure just, equitable, sustainable, and ethical application. At a minimum, leaders can capitalize on the natural motivation of followers by defining the goal, clarifying an effective path, removing obstacles, and providing support. Awareness of the appropriate behavioral style is also key.

Influence can come in many forms, and there are key differences between influence, authority, and manipulation. There are also many influence tactics leaders can use to

design relationships and effectively mobilize others to action. The roles and sources of power can drive influence tactics and often dictate the initial form of a relationship. Effective and ethical leaders should recognize these sources and their appropriate use.

Finally, leaders can design a culture that fosters motivation through a number of conditions and behaviors. Some of those characteristics enhance intrinsic motivation, while others rely on extrinsic motivators. This chapter provides many tools of influence, all of which can be employed to design relationships and ultimately influence others toward a common goal.

## Key Terms

Achievement Oriented 174  
 Authority Figure 176  
 Autonomy 188  
 Career Pathing 189  
 Directive 174  
 Empowerment 187  
 Extrinsic Motivation 186  
 Flexibility 188  
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 Sources of Power 182  
 Supportive 174  
 Win-Win 179

## CORE™ Attribute Builders: Build Now for Future Leadership Challenges

**Attribute:** Engagement

**Builder:** Influencing others

It is likely that you see opportunities for improvement in your internship, family, student organization (fraternity, residence hall), or athletic team. For

instance, recall the hazing statistics shared at the beginning of this chapter. Can you influence others to act upon the opportunity you see? Can you build a coalition of like minds in an effort to help the organization better live its values, achieve results, improve culture, and so forth? First, determine the opportunity and get clear on your thinking. How will your solution help? Next, read the influence strategies listed in this chapter and circle four or five that you think could work—perhaps it is inspirational appeal, building a coalition, and emphasizing win-win. As you plan, think through *how* others will respond, and be clear about the factions that will and will not support you. You could even run your thoughts by a few peers or a mentor as well to get some preliminary feedback. Finally, determine how you would like to communicate your plan and see who you can engage and *win over* to your perspective or thoughts.

Be sure to focus on listening, and be aware that you may need to compromise or collaborate with others. It is unlikely—especially if the issue has some heat around it—that your plan will move forward without some adjustment and tweaks.

After the meeting or discussion some critical questions may include:

- What happened that was unexpected? How did this impact results?
- In hindsight, what other influence techniques may have helped you make your case?
- Did you change the minds of individuals from other factions or subgroups? If not, why?
- How did your mindset and delivery help or hinder your ability to sell your ideas?

## Skill Builder Activity

### Motivating Leadership Presentation (Part I)— Conditions for Intrinsic Motivation

Your (large) group has been invited to present an introduction to leadership theory and practice to a group of high school students. Your presentation must be informative, accurate, entertaining, engaging, and memorable.

Your presentation must last between 5 and 8 minutes.

*Every* person in the group must be involved in a visible manner.

Your (small) leadership team has 4 weeks to prepare for this event (and all those events following):

**How would you, as the leader, motivate your group—individually and as a group?**

1. To what extent could you, the leader, incorporate the following conditions:
  - a. Autonomy? How so?
  - b. Individual achievement/success/competence? How so?
  - c. Responsibility and/or sense of meaning? How so?

### Motivating Leadership Presentation (Part II)— Influence, Power, and Motivation

Your (large) group has been invited to present an introduction to influence, power, and motivation to a group of high school students. Your presentation must be informative, accurate, entertaining, engaging, and memorable.

Your presentation must last between 5 and 8 minutes.

*Every* person in the group must be involved in a visible manner.

Your (small) leadership team has 4 weeks to prepare for this event (and all those events following):

**How would you, as the leader, motivate your group—individually and as a group?**

2. How could you more effectively . . .
  - a. define the goals of the task?
  - b. clarify the path to achieve the goals?
  - c. identify and remove obstacles to achievement?
  - d. seek out needs and provide support?