

TOPIC: MOTIVATION, LEADERSHIP, AND TEAMS

SUMMARY:

The three elements of motivation, leadership, and teamwork create the foundation for productivity and organizational success. This chapter focuses on these important workplace concepts by first addressing the topic of motivation and explaining how an understanding of basic motivation theories assists you in becoming a more productive employee and leader. A leadership title is not necessary to exhibit leadership behaviors. Employees should display the characteristics of a leader. . Motivation and leadership are elements of teamwork. Understanding these three intertwined topics will improve your success.

OTHER RESOURCES:

POTENTIAL GUEST SPEAKERS

- Invite a **COMMUNITY OR BUSINESS LEADER** to share his or her thoughts on leadership and how to become a leader.
- Invite a **QUALITY EXECUTIVE/MANAGER** from a local company to discuss how companies ensure quality controls and leadership development in employees.

POTENTIAL FIELD TRIPS

- Attend a **CITY COUNCIL OR LOCAL SCHOOL BOARD MEETING** to observe the behavior of board members, including meeting participation and contributions, body language, ability to get along with fellow members and constituents and methods of dealing with conflict.

LEARNING OUTCOMES: *After studying these topics, you will benefit by:*

- Defining motivation and explaining common motivational factors
- Explaining the primary leadership styles and key qualities of a successful leader
- Examining the difference between leadership and management
- Describing a team, describing the elements of effective teams, and how they impact performance
- Identifying characteristics of effective team players
- Demonstrating how to deal with difficult team members
- Listing and describing the elements of a successful meeting

You are a successful student if you can:

1. Summarize how motivation influences you, your co-workers, and your company's success.
2. Create and implement a plan to enhance your leadership skills
3. Explain how to create a productive team.

OVERVIEW OF EXERCISES AND ACTIVITIES:

The following chart provides a quick overview of the activities for Motivation, Leadership, and Teams. A complete description of each activity follows these tables. In the full description, you will find the activity title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.
- WEB SEARCHES are for added resources if computers are available.

Activity #	Description	Related Skill and/or Learning Outcome	Applications
Talk It Out	What motivates you to perform at work or at school? What do students dislike most about team presentations? If the room were on fire, what leadership style would you use?	Motivation and motivational factors Productive teams and meetings Leadership styles	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

Topic Situation	Learning to share ideas when serving on a team	Elements of effective teams and impact on performance	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Think Like A Boss	Arguing team members Maslow and motivation	Difficult team members and motivation	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #1 Identify A Need	Apply Maslow's hierarch to comments	Motivation theory	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #2 Sharing Talent With Local Non-Profit	ID non-profit that would benefit	Developing leadership qualities	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #3 Brainstorming For Saving	Students experience a brainstorming session	Characteristics of effective teams	No
Text Activity #4 Good Team Member Characteristics	ID characteristics of good team members	Characteristics of effective team players	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #5 Motivating The Class	ID activities to motivate class for each level of Maslow	Motivation theory	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #6 Lincoln And Leadership	Research President Lincoln's leadership style	Characteristics of effective leaders	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #7 Stereotypes And Prejudice	Identify common prejudice/stereotypes	Characteristics of effective leaders	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #8 Stages Of Team Development	Apply stages of team development	Characteristics of effective teams, motivation, and leadership	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #9 Team Members And Presentations	Assess desired member behaviors	Characteristics of effective teams, motivation, and leadership	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #10 Robert's	Research basics of Robert's Rules of Order	meetings	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended

Rules Of Order			<input checked="" type="checkbox"/> Online
Writing Exercises	Writing about leadership traits and the McClelland Theory of Needs	Characteristics of effective leaders Motivation theory	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Additional Activity #1 Leadership Characteristics	Identify characteristics of good leadership	Characteristics of effective leaders	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Additional Activity #2 Team Success Factors	Identify factors in successful teams	Characteristics of effective teams	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Additional Activity #3 Discussion Questions	Ideas for further discussion	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Web Search	Conduct a web search for a quiz to ID preferred leadership style.	Leadership styles and qualities of successful leaders	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Self-Quiz	all	all	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

MyStudentSuccessLab ASSESSMENTS and ACTIVITIES

MyStudentSuccessLab (www.mystudentsuccesslab.com) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

MSSL Topic	MSSL Activity	Description	Related Learning Objective	Time on Task	Suggested Use
Teamwork	Topic Pre-Test	20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Overview in the Learning Path)	30 min	Homework or in-class quiz
Teamwork	Video: Group Conflict (2:16)	This video case study illustrates how (and how not) to handle team conflict	<ul style="list-style-type: none"> Evaluate ways to manage conflict in team settings, such as coping with freeloaders 	25-30 min	Homework, including viewing video and answering discussion questions
Teamwork	Practice 1: Teamwork Basics	In this multimedia activity, students identify the differences between groups and teams and practice forming teams	<ul style="list-style-type: none"> Describe the function and purpose of a team Distinguish among types of teams Practice forming an effective team 	20 min	Extra practice or homework
Teamwork	Practice 2: Team Performance Skills	In this multimedia activity, students practice team communication and delegation strategies	<ul style="list-style-type: none"> Identify the stages of team development Apply best practices to participate in teams 	20 min	Extra practice or homework
Teamwork	Practice 3: Team Skills	In this multimedia activity, students learn about different types of team conflict and ways to handle it	<ul style="list-style-type: none"> Evaluate ways to manage conflict in team settings, such as coping with freeloaders 	20 min	Extra practice or homework
Teamwork	Activity 1: Build a Virtual Team Presentation	Students submit a PowerPoint Presentation of 6 slides about team member qualities, strategies for working virtually, and how to handle low-performing team members. Can submit via LMS or document sharing for grading. (See Appx A for grading rubric)	<ul style="list-style-type: none"> Practice forming an effective team Apply best practices to participate in teams Evaluate ways to manage conflict in team settings, such as coping with freeloaders 	1-2 hrs	Graded homework
Teamwork	Teamwork: Journal Writing	Short e-journal activity to reflect on a teamwork situation that did not go well,	<ul style="list-style-type: none"> Reflect on effectiveness as a team member Set a team goal 	15-20 min	Reflection activity

	Assignment	focusing on the issue and emotions involved			
Teamwork	Teamwork: Goal Setting Writing Assignment	Students set a goal to improve team performance using the Practice 2 performance steps	<ul style="list-style-type: none"> • Reflect on effectiveness as a team member • Set a team goal 	15-20 min	Goal setting activity
Teamwork	Extra Practice	Test items with feedback for correct and incorrect answers. Test items cover all topic learning objectives (see Overview in the Learning Path)	Over 85 additional Extra Practice items assess all topic learning objectives as well as: <ul style="list-style-type: none"> • Recommend strategies for team leadership 	Self-paced so time is variable	Extra practice or homework
Teamwork	Topic Post-Test	20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Topic Overview in the Learning Path)	30-45 min	Graded in-class test (can compare Pre- and Post-test results)

TALK IT OUT

1. What motivates you at work or at school?

Many students will say it is money, but encourage students to include other factors, such as better a life for children, living conditions, goals, etc.

2. If the room was on fire, how would each type of leader direct his or her employees?

Autocratic: tell the people in the room exactly how to get out of the room designating who, what, when, and where. **Democratic:** ask for ideas for the best way to get out of the room and then tell them what they are going to do to get out. **Laissez-faire:** would let the people in the room decide.

3. What do students dislike most about team presentations?

This is a great opportunity for students to look at themselves in the mirror. Most students hate team projects because one student ends up doing all the work. More often than not, there is no accountability which typically is a result of poor planning.

TOPIC SITUATION RESPONSE***1. Should Mason share his idea? How should he respond if his idea is rejected?***

In this scenario, Mason is new to his job and joins a team. He is a bit intimidated but feels he has good ideas to share. On the other hand, he is afraid to speak up for fear his ideas aren't as good as he thinks. Mason needs to remember that he must bring value to the team and will be displaying accountability by sharing his ideas. Even if his idea is not used, as with brainstorming, his idea may contribute to the final outcome. Students should never fear speaking up (in a professional manner, of course!) when serving on a team. Failing to speak up has the potential to contribute to a loss of credibility and respect (an erosion of workplace power).

THINK LIKE A BOSS

1. You have assembled some employees into a team to reach the goal of improving customer service in your department, but all they do is argue when they meet. What should you do?

Remember that teams go through a conflict stage. Make sure the employees know their project deadline, and let them work out their differences themselves.

2. Your employees have successfully met their production goals this week. Based on Maslow's Motivation Theory, how can you motivate them to meet next week's goals?

Find out which level they were on (by observing their interactions), and reward them with something at the next level (e.g., if they are at "social," give them a party; if they are at "esteem," give them each a recognition certificate).

Text Activity #1: Identify a Need (Exercise 11-1)

Evaluating the following comments, determine what need on Maslow's hierarchy is being expressed. Refer to figure 11-1.

Comment	Need Expressed
I have done a similar project in the past; can I help you?	<i>Self-actualization</i>
I need a raise this year.	<i>Physiological</i>
Anyone want to join me for lunch?	<i>Social</i>
I received a sales award; would you like to see it?	<i>Esteem</i>

Comments	Need Expressed
I have done a similar project in the past; can I help you?	
I need a raise this year.	
Anyone want to join me for lunch?	
I received a sales award, would you like to see it?	

Text Activity #2: Sharing Talent With Local Non-Profit (Exercise 11-2)

Name three non-profit organizations that can benefit from your expertise, time, or talent.

Students are to ID three non-profit organizations that can benefit from their expertise, time, or talent. Even students with few skills can volunteer at an animal shelter or library (both of which are popular venues). Encourage students to ID non-profit organizations that support their target career job.

Leader	Leadership Characteristic
1.	
2.	
3.	

Text Activity #3: Brainstorming for Saving (Exercise 11-3)

Brainstorm as many ideas as possible to help you and/or your classmates save money while attending college.

Answers will vary; ask students to present their top three ideas. Challenge students to be creative, yet responsible. For example, some students may suggest sharing a text. While this saves money, it hinders the learning process. Ideas may include bringing lunch instead of buying lunch, purchasing school supplies from a discount store, and limiting entertainment activities.

1.	
2.	
3.	

Text Activity #4: Good Team Member Characteristics (Exercise 11-4)

Name the two most important characteristics you would want to see in your team members and explain how these characteristics contribute to team success.

Characteristic	How Does this Help the Team Achieve Success?
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Answers will vary. As students identify characteristics of success, have them explain why AND HOW an individual's characteristics aid in a team's success. Some ideas may be trust, dependability, good communication, responsibility, and listening skills.

Characteristic	How Does this Help the Team Achieve Success?
1.	
2.	

Text Activity #5: Motivating the Class (Activity 11-1)

If you were teaching this class, what specific topics or activities would you include in the course to motivate students in each level of Maslow's Hierarchy?

Answers may vary. Every instructor will enjoy reading the creative methods students suggest for improving the course. Hopefully, some of these ideas can be integrated into future lectures.

LEVEL	MOTIVATION FACTOR
Self-actualization	
Self-Esteem	
Social	
Safety	
Physiological	

Text Activity #6: Lincoln and Leadership (Activity 11-2)

Research President Abraham Lincoln and answer the following questions (include your source/citations).

1. What key leadership qualities made him unique?
Answers may vary. In a world of political pressure, he remained ethical and true to his convictions. He made gestures that connected him to his audience. As a President he was gracious and humble to those he served. It was quite common for him to visit soldiers and write personal notes of encouragement to others. For a president, he was very quiet and unassuming.
2. What challenges did he face?
Answers may vary. The following are some suggestions for what challenges President Lincoln faced: He was not an attractive man (popular media referred to him as “an ape”). He also was very quiet and had nontraditional ideas. People openly made fun of him and opposed him. He came from humble beginnings and failed in several careers until he became President.
3. How can you apply lessons learned from your research to your leadership development?
Answers will vary.

Text Activity #7: Stereotypes and Prejudice (Activity 11-3)

Identify common prejudice/stereotypes you have observed that are displayed against the following groups. How should a leader handle the situation?

This is a very personal and challenging exercise. Students quickly learn that leadership takes a commitment to standing up for all employees, even when defending and/or standing up to others is not popular. Leaders need to not become emotional and remain factual and focused. This exercise is a good precursor to the chapter on conflict.

	Prejudice/Stereotype	How Leader Should Handle Situation
Age		
Gender		
Culture		
Disability		

Text Activity #8: Stages Of Team Development (Activity 11-4)

As a team member what specific action(s) can you take to move your team to the next stage?

Sample answers provided below.

Forming	Conduct team building activities so members can get to know each other
Storming	Teach and reinforce conflict management techniques
Norming	Reinforce the team goals and concept of accountability
Performing	Encourage productivity
Adjourning	Reward and share team success

Forming	
Storming	
Norming	
Performing	
Adjourning	

Text Activity #9: Team Members And Presentations (Activity 11-5)

What type of team member are you when it comes to team presentations?

What improvements can you make to become a valued team member?

Responses are personal, but should reflect the lessons of accountability, quality, and efficiency. Encourage students to be honest in their self-assessment and apply what they have learned throughout the semester.

Text Activity #10: Robert's Rules Of Order (Activity 11-6)

Look up any two rules of Robert's Rules of Order. Explain what you learned.

Rule	What you learned
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Answers may vary. This writing assignment provides students with the opportunity to learn some of the different meeting rules. A good web source is <http://www.robertsrules.com/>

Rule	What You Learned
1.	
2.	

WRITING EXERCISES

1. In this chapter, you were asked to list the traits of someone you consider a leader. Write a one-page description of this individual and explain how he or she demonstrated leadership to you.
2. Research McClelland Theory of Needs to identify if you are most motivated by achievement, power, or affiliation.

Additional Activity #1: Leadership Characteristics

Identify three people whom you consider leaders and name the leadership characteristics.

Leader	Leadership Characteristic
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Answers may vary. The students should list five people they see as leaders. The majority of students' lists will include teachers, parents, and other close relationships. This listing of personal influences will illustrate the importance of a leader's ability to make personal connections with others. Additional names will be those of public figures. If possible, spend time discussing characteristics of successful leaders and how these characteristics can be developed in each student. Remind students that they can list people whom they do not know personally.

Additional Activity #2: Team Success Factors

Write about a time when you belonged to a successful team. Identify at least three specific factors that made the team successful.

Team Success Factors

Answers may vary. This writing assignment provides students with the opportunity to share a personal experience with team dynamics. Their identification of specific factors that made the team successful will communicate their understanding of the material. Some ideas from the chapter may include the use of synergy and successfully getting through the five stages of team development (forming, storming, norming, performing, and adjourning).

Additional Activity #3: Discussion Questions

1. Discuss the characteristics of a good team player and why they would be important.
2. Describe what motivates you to do a good job, whether it is work or school work. If you do not think you do a good job now, what could you do to motivate yourself?
3. What can you do to improve yourself as a leader?
4. Are leaders born or made? Explain your answer.
5. Do you consider yourself a leader? Why or why not?

WEB SEARCH

Conduct a web search to identify a quiz that identifies your leadership style. *Have the students do this activity online. If you do not have access to computers in class, assign it as an outside activity, then discuss what they discovered. This quiz will help students identify their preferred leadership style.*

Self-Quiz

Matching Key Terms: *In the blank column match the key term to the definition using the identifying number.*

Key Terms	Answer	Definitions
Adjourning stage		1. Authoritarian leaders who make decisions on their own and tell others what to do
Autocratic leaders		2. A theory that individuals will behave in a certain manner based upon an expected outcome
Brainstorming		3. When the team focuses on achieving the task
Delegate		4. Leaders who allow members to make their own decisions without input from the leader
Democratic leaders		5. Teams that function through electronic communications because they are geographically dispersed
Formal teams		6. The individual in charge of a meeting
Forming stage		7. An internal drive that causes people to behave a certain way to meet a need.
Informal teams		8. A group of people linked to a common purpose
Laissez-faire leaders		9. A problem-solving method that involves identifying alternatives freely
Leadership		10. When the team has completed its task and brings closure to the project
Maslow's Hierarchy of Needs		11. Stage of team development when members get to know each other
Mcclelland's Theory of Needs		12. Process of a person guiding one or more individuals toward a specific goal
Meeting agenda		13. When a manager or leader assigns part or all of a project to someone else
Meeting chair		14. Leaders who make decisions based upon input from others
Motivation		15. Individuals who get together outside of the formal structure to accomplish a goal
Norming stage		16. A guide to running meetings
Performing stage		17. A theory stating that throughout one's lifetime individuals progress up a pyramid of needs
Robert's Rules of Order		18. An outline of major topics to be addressed during a meeting
Storming stage		19. Two or more individuals working together and producing more than the sum of their individual efforts
Synergy		20. Teams that are developed within the formal organizational structure
Team		21. When team members experience conflict
Virtual teams		22. When team members accept other members and overcome

		conflict
Vroom's Expectancy Theory		23. A theory that people are motivated by three factors: achievement, power, and affiliation

Self-Quiz Answer Key

Key Terms	Answer	Definitions
Adjourning stage	10	1. Authoritarian leaders who make decisions on their own and tell others what to do
Autocratic leaders	1	2. A theory that individuals will behave in a certain manner based upon an expected outcome
Brainstorming	9	3. When the team focuses on achieving the task
Delegate	13	4. Leaders who allow members to make their own decisions without input from the leader
Democratic leaders	14	5. Teams that function through electronic communications because they are geographically dispersed
Formal teams	20	6. The individual in charge of a meeting
Forming stage	11	7. An internal drive that causes people to behave a certain way to meet a need.
Informal teams	15	8. A group of people liked to a common purpose
Laissez-faire leaders	4	9. A problem-solving method that involves identifying alternatives freely
Leadership	12	10. When the team has completed its task and brings closure to the project
Maslow's Hierarchy of Needs	17	11. Stage of team development when members get to know each other
Mcclelland's Theory of Needs	23	12. Process of a person guiding one or more individuals toward a specific goal
Meeting agenda	18	13. When a manager or leader assigns part or all of a project to someone else
Meeting chair	6	14. Leaders who make decisions based upon input from others
Motivation	7	15. Individuals who get together outside of the formal structure to accomplish a goal
Norming stage	22	16. A guide to running meetings
Performing stage	3	17. A theory stating that throughout one's lifetime individuals progress up a pyramid of needs
Robert's Rules of Order	16	18. An outline of major topics to be addressed during a meeting
Storming stage	21	19. Two or more individuals working together and producing more than the sum of their individual efforts

Synergy	19	20. Teams that are developed within the formal organizational structure
Team	8	21. When team members experience conflict
Virtual teams	5	22. When team members accept other members and overcome conflict
Vroom's Expectancy Theory	2	23. A theory that people are motivated by three factors: achievement, power, and affiliation

MOTIVATION, LEADERSHIP, AND TEAMS ASSIGNMENT SHEET

Assignment	Points	Notes
Read Chapter		
Exercise 11-1		
Exercise 11-2		
Exercise 11-3		
Exercise 11-4		
Topic Situation: Speaking up		
Self-Quiz		
Think Like A Boss #1		
Think Like A Boss #2		
Activity 11-1		
Activity 11-2		
Activity 11-3		
Activity 11-4		
Activity 11-5		
Activity 11-6		