

Leadership And Motivation: The Effective Application Of Expectancy Theory

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In this article, we discuss the application of a motivational model that provides a practical tool for individuals wishing to assume leadership roles. This model, namely expectancy theory (Vroom, 1964; Porter and Lawler, 1968), suggests that individuals, acting through self-interest, adopt courses of action perceived as maximizing the probability of desirable outcomes for themselves. This desire to maximize self-interest *provides aspiring leaders with unique opportunities to assume leadership roles by simultaneously meeting both follower needs and organizational requirements.*

We intend to explicitly link expectancy theory and leadership concepts to demonstrate that leader interactions with followers permit the establishment of highly motivational work-

ing environments. In so doing, individuals acquire the means to transcend their traditional roles of supervisor, manager, or follower, and realize their potentials as leaders. In order to remain competitive at home or within the global market, we must stop relegating in our minds the functions of leadership to the office of the president or CEO of the organization. Instead, we must come to view the leadership role as part of every employee's job, at all levels of the organization.

In the next section, we pose the question "How many leaders does an organization require?" and we answer this question by suggesting a change in our way of thinking regarding how we view the traditional roles of manager, supervisor, and follower.

In a following section, we fully outline the expectancy theory model and attempt to establish its validity in the mind of the reader. We then break the model apart to examine each of its three major components. In each case, we identify issues to consider and address when attempting to create an environment followers perceive as highly motivating. Next, we describe leader attitudes required to establish a climate conducive to the application of this model with followers in the workplace. Finally, we summarize our discussion and outline implications for the organization.

How Many Leaders Does an Organization Require?

We argue that every organization needs a workforce comprised of leaders, rather than employees. We develop and present our rationale in the discussion that follows.

Much has been written about the differences between managers and leaders. In general, leaders are viewed to take control of situations, while managers learn to live with them (Bennis, 1989). Other distinctions include: leaders create vision and strategy while managers implement the outcomes (Kotter, 1990a), leaders cope with change while managers cope with complexity (Kotter, 1990a and b), and leaders focus upon interpersonal aspects of the job, whereas managers deal with administrative duties (DuBrin, 1995). Perhaps, the best known phrase differentiating the roles of managers and leaders suggests that "managers are people who do things right and leaders are people who do the right thing" (Bennis and Nanus, 1985: 21). Frequently, people who avoid the

leadership role are viewed as administrators (Robinson, 1999).

In light of such distinctions, we propose that managers use *legitimate power* to *push* employees towards desired ends, whereas leaders use their *influence* to *pull* followers towards goals. We all know that a piece of string travels purposefully when pulled and not pushed, as noted by Miller (1996) in a discussion on empowerment of employees, and we support this principle as it applies to leadership and the use of influence. The effective application of influence instils a sense of purpose or mission amongst the workers. The source of this influence stems from the leader and not the organization. The leader emphasizes doing things with people, rather than to them (Blanchard, 1999), and places extreme importance on entering into a relationship with those who follow (Kouzes and Posner, 1993).

The push/pull distinction between managers and leaders is not entirely new by any means. For example, the transformational leader (Bass, 1990) inspires others to follow along a pathway towards a vision, just as surely as a source of light attracts the moth. By contrast, the transactional manager adopts a push strategy, engaging in exchange processes with the employee that include the use of rewards and sanctions to secure acceptable levels of performance.

In order to survive the impact of economic, technological, environmental and other pressures of the global marketplace, we must entrust the fates of our companies to people, at all levels of the hierarchy, capable of being both managers and leaders simultaneously. We require individuals who define management and leadership the same way and who incor-

porate both of these roles into their personal *repertoires* (Whetten and Cameron, 1998).

Besides eradicating the distinction between a manager and a leader, we also suggest the need to eliminate distinctions between leaders and followers. All employees need to be flexible to both lead and follow according to situations encountered regarding their jobs. After all, it is ultimately their effective efforts that collectively make it possible for the president or CEO to accomplish strategic ends that would otherwise fall by the way-side.

Furthermore, each employee must not only be a leader and follower from time to time, but a manager as well. We need employees capable of managing their work by planning, organizing, and controlling activities as required. Without such individuals, capable of managing the journey towards the achievement of organizational goals, expressions of corporate visions become empty dreams of overly active presidential imaginations!

In summary, we need people who are able to create the vision, embrace and communicate it with others, and also enact it through personal management at every level of the organization. In order to translate macro ideas into micro realities, we need a workforce where every member is a self-appointed leader-manager-follower, capable of recreating the vision within the context of the job. We need role models for followers that assist in sustaining culture (Schein, 1986) conducive to supporting the expressed vision of the organization. Ultimately, since all organizational members must step forward and carry the corporate banner in an effort to progress past mere survival and exis-

tence, we must train ourselves to view leadership as an employee role, rather than relegating this concept solely to the domain of managers.

But can anyone become a leader and if so, how? We suggest that the answer is yes and that the secret to leadership is the ability to create a highly motivating work environment that infects anyone who comes into contact with it. In the next section, we will discuss how to do this.

Expectancy Theory: A Model of Motivation

V. H. Vroom (1964) suggested that people consciously choose particular courses of action, based upon perceptions, attitudes, and beliefs, as a consequence of their desires to enhance pleasure and avoid pain. Building upon some of Vroom's original concepts, Porter and Lawler (1968) later developed a theoretical model, suggesting that the expenditure of an individual's effort will be determined by *expectations that an outcome may be attained and the degree of value placed on an outcome in the person's mind* (Pinder, 1984). This model is generally known as expectancy theory but is sometimes referred to as VIE theory, where the letters stand for valence, instrumentality, and expectancy, respectively (Mitchell and Mickel, 1999).

Before describing the model itself, let us examine some of its characteristics. Expectancy theory is classified as a *process* theory of motivation (Fudge and Schlacter, 1999) because it emphasizes individual perceptions of the environment and subsequent interactions arising as a consequence of personal expectations. By contrast, *content* theories constitute the other major classification of motivation the-

ories and they focus upon internal attributes of the person.

Expectancy theory mainly relies upon *extrinsic* motivators to explain causes for behaviours exhibited in the workplace (Leonard *et al.*, 1999). External rewards are viewed as inducing motivational states that fuel behaviours, as opposed to *intrinsic* motivators, where behaviours are derived as a consequence of internal forces such as enjoyment of the work itself. The distinction between intrinsic and extrinsic motivational sources was originally suggested by deCharms (1968). Shamir (1990) states that motivational theories based upon the concept of extrinsic motivation assume that followers make conscious choices to maximize self-interests.

This fact permits us to suggest that expectancy theory offers a vehicle for individuals to realize their leadership goals, because it equips them with tools to influence the psychological processes resident in their followers, as the latter continuously create expectations resulting from perceptions of their environments. By following a checklist of issues to address, arising from the theory itself, and by bestowing rewards in an appropriate fashion, the leader is enabled to adopt a pulling or influence strategy that enhances levels of personal motivation of followers wishing to maximize their self-interests.

Figure 1 describes the expectancy theory model. In essence, the model suggests that the individual feels motivated when three conditions are perceived.

1. The personal expenditure of effort will result in an acceptable level of performance.

2. The performance level achieved will result in a specific outcome for the person.

3. The outcome attained is personally valued.

We label the first point above “*expectancy*,” which suggests that people will expend effort when they believe that certain levels of performance are attainable (Karathanos, *et al.*, 1994). This relationship between effort and performance is known as the E-P linkage. The second relationship described above, known as “*instrumentality*,” constitutes a perception that performance levels are related to rewards bestowed (Fudge and Schlacter, 1999) and is symbolized as the P-O linkage. Finally, “*valence*” (V) relates to the third statement above and refers to the extent to which the person values the reward he or she receives (Fudge and Schlacter, 1999; Van Erde and Thierry, 1996). It should be noted that, due to individual differences, people often assign different valences to rewards, such as pay (Gerhart, *et al.*, 1995).

Therefore, the motivational state of an individual performing a particular task is illustrated by using the following formula:

$$M = E \times I \times V$$

Where:

E represents expectancy

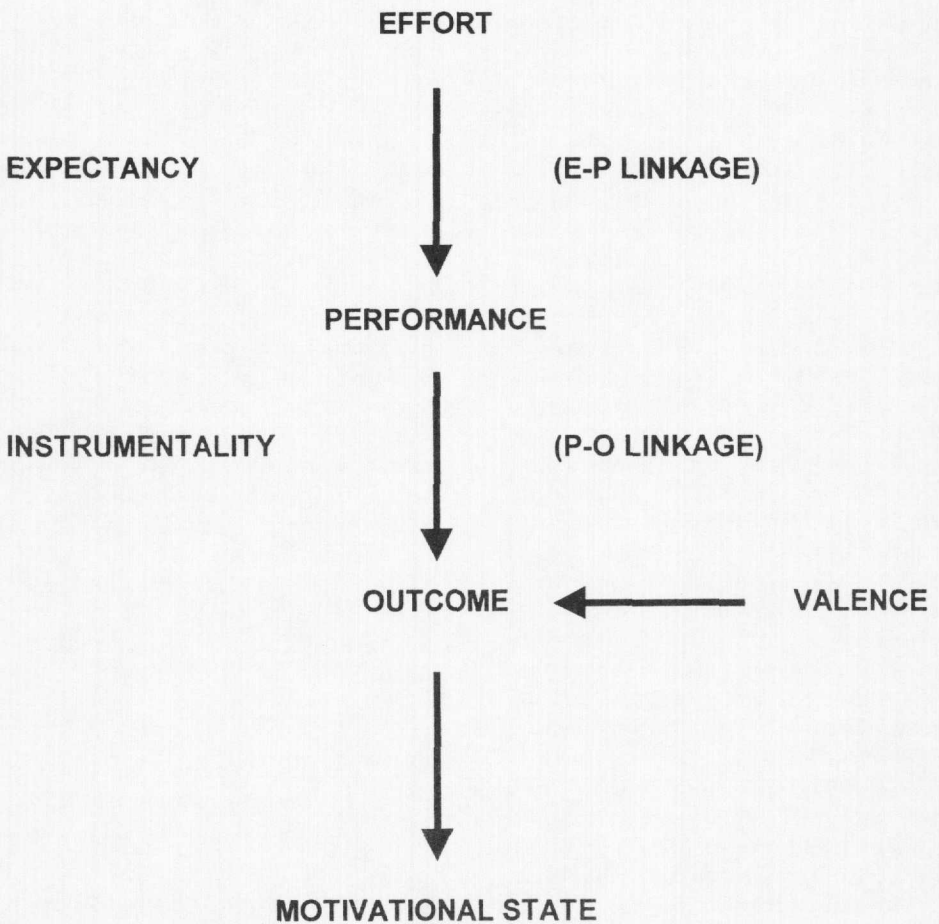
I represents instrumentality

V represents valence

Any weakness in the E-P or P-O linkages or in the level of value attached to the outcome significantly impacts the person’s motivational state, due to multiplication of factors in the formula expressed above. The motivational chain is obviously only as strong as its weakest link.

Over the years, belief in the model outlined above has grown from the optimistic viewpoint expressed by Pinder in 1984 that the theory appears to be a reasonably valid model

Figure 1: The Expectancy Theory Model



for explaining behavioural causes in a work setting. For example, Fudge and Schlacter (1999) conclude that it has undergone rigorous examination through testing and consequently receives strong support today. Certainly a wealth of empirical evidence exists that ratifies our faith in supporting the various linkages noted above re-

lating to the model (Harrell and Stahl, 1984; Hope and Pate, 1988; Klein, 1991; Snead and Harrell, 1994).

The expectancy theory model has been related to a number of different subject areas. For example, it receives attention regarding goal setting (Garland, 1984; Klein, 1991; Mento *et al.*,

1992; Moussa, 1996), leader-member exchange theory and the effects on perceptions of expectancy and instrumentality (Klein and Kim, 1998). It is also considered in relation to self-concept and the production of feedback that matches our view of the ideal self (Leonard *et al.*, 1999), ethical reasoning and the creation of corporate cultures that support ethical behaviour (Fudge and Schlacter, 1999), performance appraisal (Henry *et al.*, 1997; Daly and Kleiner, 1995), and the influences of pay distribution systems on perceptions of instrumentality regarding performance (Lawler, 1981; Mitchell and Mickel, 1999). These subjects only represent a partial listing of the areas of interest associated with this motivational model in the management literature.

Where does expectancy theory leave us with respect to the development of a leader-follower relationship based upon mutual interest? Specifically, how does the leader intervene with the follower to establish a pulling, rather than pushing, situation? In the next three subsections we shall examine the E-P and P-O linkages, as well as valence, and state concrete steps to follow in aiding the follower to overcome problems detracting from overall motivational states.

The Effort-Performance (E-P) Linkage

With reference to the E-P linkage, there are five distinct considerations for the leader to keep in mind. *First, the work must provide a reasonably challenging assignment for the follower, in light of the latter's self-confidence, abilities, education, training, skills, and experience.* Non-challenging work leads to boredom, frustration and marginal

performance. On the other hand, extreme challenges are rejected at a psychological level by the follower as unattainable. The leader attempts to strike a balance with the follower, where the latter perceives that the goals are manageable and yet stretching. To accomplish this, the leader must demonstrate both imagination and initiative, especially in cases where the nature of the job dictates a series of routine and potentially monotonous activities.

Second, the leader must consider the ability of the follower. People bring to the job differences in experience, talent, skill, knowledge, training, and education levels. Should the follower perceive that he or she lacks the capability to carry out the duties associated with the task, the motivational level will decline due to the weak E-P linkage. Therefore, the leader must diagnose not only the state of the follower's ability to perform the job at hand (Moussa, 1996), but also, the former must exercise great care in assessing the latter's perceptions in these regards. After all, the strength or weakness of the E-P linkage resides entirely within the mind of the follower in relation to its influence on the motivational state. Suggestions and assistance for the follower include further education, training, and experiential programs.

Third, the leader must recognize that followers differ significantly regarding their levels of self-esteem (Moussa, 1996) and self-confidence when attacking a task. Each individual assesses the probabilities associated with different courses of action in relation to outcomes that ratify perceptions of the self-concept (Leonard *et al.*, 1999). We choose tasks that promise to provide feedback congruent with our self-image. If we have low esteem, we probably

lack the confidence to choose stretching goals. Leaders must recognize this and help followers in their developmental efforts.

A significant role of the leader, in these regards, involves spending time encouraging this individual as he or she tries to achieve a desired level of performance. Of equal importance is the expression of appreciation when various successes are encountered along the pathway towards the goal. This strengthens the E-P linkage. Indeed, the retention of employees partially depends upon recognition given by supervisors for follower achievements and efforts (Ramsey, 1998).

The leader also ought to be there to provide encouragement when there are setbacks and to ensure forgiveness whenever honest mistakes occur in the follower's earnest attempts to accomplish results (Rigsbee, 1996). The leader coaches the follower and, in so doing, establishes conditions whereby the follower is more likely to assess his or her abilities in a favorable light, building both personal esteem and confidence.

Fourth, the leader must ensure that both parties clearly determine exactly what outcomes constitute acceptable performance and those results which do not (Katzenbach, 1996). Together, they must set forth mutually agreed upon performance measures that represent successful behavior in both their minds. The follower must fully understand the expectations established in order to accurately assess the strength or weakness of the E-P linkage. These performance measures must therefore be expressed in concrete terms.

Fifth, and finally, the leader must understand that for many followers, the expenditure of effort on the part of the follower leads to satisfaction on the job

(Brown and Peterson, 1994). Individuals wish to feel productive, involved, useful and competent. The job provides a vehicle for the expression of these needs. Therefore, the leader reinforces these feelings in the follower whenever possible in an effort to strengthen the E-P linkage by ensuring that the follower understands the importance of his or her work in fulfilling the organizational vision. The satisfaction of the employee in performing meaningful work assists in elevating overall motivational states.

The Performance-Outcome (P-O) Linkage

The strength of the P-O linkage depends upon three beliefs in the follower's mind. *First, the follower must trust that the leader will be able to "deliver the goods" as promised.* The outcome, given that it represents a salient reward in the follower's mind, drives the motivational state. Thus, leaders must consistently ensure that promises made are fulfilled (Daly and Kleiner, 1995). They cannot afford to make excuses such as "conditions have changed since I said that" or "I really thought I could get you that raise but you know the constraints we are under due to the economy." In such cases, the P-O linkage will be significantly weakened in the follower's mind as trust in the leader dissipates (Karathanos *et al.*, 1994). Leaders cannot afford a loss of credibility in the eyes of their followers. Above all, they should never lie, even in rare instances where they are unable to follow through on their assurances. They must honestly confront such situations with followers. The followers must feel reasonably sure that the outcome promised will result from

the performance rendered in all but the most exceptional cases.

Second, leaders also make sure that followers receive fair treatment in a predictable manner. Turpin (1999) suggests that treating people fairly ought to constitute a primary consideration for the promotion of workers into corporate leadership roles. However, this does not mean that fair treatment means the same treatment for all followers (Satava and Weber, 1998). While leaders may vary their treatments of followers according to their needs, they need to ensure that outcomes appear fair not only to followers, but also to their peers (Adams, 1965). Further, the leader makes sure that each of their followers expects such outcomes on a consistently applied basis. This serves to reinforce the P-O linkage. In other words, the follower comes to realize that "if I do A, X will happen" but "if I do B, Y will happen." Furthermore, all of his or her peers operate under a similar understanding. In this manner, the leader builds motivational states amongst the followers.

Third, the leader must be honest. Regarding performance in relation to the P-O linkage, the leader must "level" with the follower in giving clear feedback that does not permit misinterpretation. This does not mean that the leader should be brutal when offering commentary to the follower, but rather it suggests that feedback should be given in a tactful, yet straightforward manner, focussing upon performance and not the person. Specific information regarding follower performance, given directly on the job or at appraisal times by the leader, will help to ensure that the follower maximizes opportunities to attain desired outcomes. Furthermore, the follower will perceive that

various rewards are contingent upon performance as a consequence of regular communication between the parties.

Valence

Three issues concern the leader with reference to the valence attached to outcomes perceived by the follower. *First, the attractiveness of outcomes differs amongst individuals* (Snead and Harrell, 1994) *and the leader needs to determine the saliency of each of the available rewards from the perspective of the follower.* For outcomes to induce heightened motivational states amongst followers, they must be highly valued in each case. Further, we must remember that, while everyone wants and needs money, most individuals respond well to rewards which cost the organization very little to supply. For example, saying "thank you" constitutes a significant reward to many people. Others respond well to praise or tokens of esteem and recognition (Rigsbee, 1996; Beavers, 1996). An occasional day off with pay, attending a conference of personal interest, or being given special consideration regarding working hours when a close family member is ill, all represent rewards potentially of high valence in the mind of the follower.

Second, leaders must expend a significant amount of effort to ensure an alignment between the personal goals of their followers and those of the organization. The leader needs to determine the follower's interests, aspirations and goals of both a short- and long-term nature, and creatively frame the organizational vision in such a way that the follower perceives congruency between personal and organizational ends. This does not involve a process

of deception but rather, illumination, which demonstrates that the attainment of personally valued rewards arises as a consequence of behavior and performance aligned with the furtherance of organizational interests. Satisfaction derived from the knowledge that the job was performed well, in the mind of the follower, constitutes an intrinsic reward of high valence.

Leaders must also discuss "means" issues with followers. With reference to each follower, a personal balance sheet must be drawn up, outlining on one side the various positive attributes of the organizational outcomes offered and on the other side, the negative aspects in terms of personal constraints acting upon the individual. For example, how much time and effort will attaining a particular outcome require and is it worth the cost to the follower? Life stages and the corresponding constraints they impose warrant discussion in order to establish realistic expectations between the parties. A follower's needs continually change as they go through life, such as getting married or the birth of a child. Expectations require revision from time to time in response to changes in personal circumstances. Otherwise, the valence attached to organizationally sponsored outcomes might decline in the mind of the follower, leading ultimately to a decline in performance and increased frustration with the work. Leaders must frequently deal with productivity, quality and discipline problems precisely for this reason.

Figure 2 illustrates the issues considered by leaders when attempting to forge strong E-P and P-O linkages on behalf of their followers, as well as those involved in heightening the va-

lence of outcomes. Without a doubt, this formidable list of concerns represents a significant challenge to address for anyone wishing to assume a leadership role. However, this price must be paid in terms of time and effort with each follower in order to achieve this goal.

Leadership and Motivational Effectiveness: A Question of Attitude

Successful leaders share four important insights and beliefs about the nature of their relationships with followers. First, they view the chain of command in a rather unique way, recognizing that *it works best in achieving results when the follower is gently pulled through influence towards desired goals* (Miller, 1996), rather than pushed and shoved to accomplish corporate purposes (Maccoby, 1996). By establishing a relationship of mutual interest (Kouzes and Posner, 1993), the leader draws the follower along a pathway that satisfies the goals of both parties. Like the piece of string mentioned earlier, the chain of command when pushed generally leads to unsatisfactory results and frustration.

Second, the successful *leader views the chain of command, or perhaps more appropriately stated, the "chain of influence," as a delicate one, only as strong as its weakest link.* To strengthen the chain, leaders must get to know their followers, what motivates them, and their various stages of personal development (Miller, 1999). The leader seeks to understand the needs, goals, and personal motives of the follower. The challenge for the leader lies in finding ways to satisfy both the interests of the follower and the company.

McConnell (1998) suggests that the most important information for

Figure 2: Issues to Address Concerning Followers Regarding Expectancy Theory

<p>The Effort/Performance Linkage (E-P)</p>	<ol style="list-style-type: none"> 1. Is the nature of the work assigned reasonable, interesting, attainable and challenging? How does the follower feel? 2. Does the follower feel able to perform the task? Is more education, training and/or experience warranted? 3. Does the follower possess the self-confidence required to do the job? Do I need to spend more time with this individual to raise the level of confidence? 4. What constitutes acceptable performance for the follower and are we both sure we know this and agree? Do we have concrete measures of performance to monitor? 5. Does this job provide the follower with feelings of usefulness, involvement and competence? What can I do to reinforce these emotions?
<p>The Performance/Outcome Linkage (P-O)</p>	<ol style="list-style-type: none"> 1. Do my employees trust me? Do I keep promises made to my followers? Do I avoid making excuses and lies? 2. Am I predictable, as well as fair, in dispensing outcomes to all of my followers? While outcomes may vary in each case, are they perceived as being equitable? Am I consistent in their application?
<p>The Valence</p>	<ol style="list-style-type: none"> 1. Are the goals of the follower congruent with those of the organization? Does the follower perceive this? What can I do to engineer a greater degree of alignment in these regards? 2. Is the outcome for the follower worth the expenditure of time and effort? What constraints on and off the job influence this person? Do we have realistic and mutual expectations and are they current? 3. Am I offering this follower rewards he or she really values? What informal rewards can I offer over and above the formal ones sanctioned by the organization? How are they perceived?

supervisors is getting to know each of their employees. This advice applies to leaders as well. Leaders need to pay attention to details regarding their followers, asking the following kinds of questions:

- What level of ability does this person display?
- What education and experiential background does he or she possess?
- What are this person's interests, goals, values and beliefs?
- What motivates this individual?

Effective leaders enter into meaningful discussions with followers to mutually establish training needs, work assignments, developmental pathways, valued outcomes for performance, and other issues of importance for the latter. The leader must display sensitivity, ingenuity, and judgement in marrying corporate and personal follower objectives throughout the process of communication. Special attention must be paid to those areas in which the follower lacks self-confidence or the capability (Daly and Kleiner, 1995) to achieve results. These constitute weak links in the chain and they must be strengthened through appropriate reinforcement and training.

Third, successful leaders *understand that they are unable to directly motivate followers*. Given the nature and purpose of our article, this admission may appear somewhat surprising. Nevertheless, the only reasonable undertaking for any leader is to establish conditions that offer the highest probability of encouraging the follower to become self-motivated (McConnell, 1998). Perhaps the most important consideration relates to the significance of organizational rewards from the follower's point of

view. When a follower highly values a reward, the probability of triggering self-motivational processes grows considerably. Determining the salience of various rewards to followers constitutes a primary responsibility for the leader.

Effective leaders differentiate between extrinsic and intrinsic rewards. Leaders may only give their followers extrinsic rewards, such as praise, recognition from others, and money, and may not bestow intrinsic rewards. Intrinsic rewards arise exclusively and naturally within the follower's psychological domain whenever a job has been completed. Satisfaction results when the effort expended (Brown and Peterson, 1994) has proven personally worthwhile and fulfilling. Followers experience a sense of personal accomplishment when they perceive the outcomes of their performance as satisfactory.

While leaders have little or no direct control over intrinsic motivational states experienced by followers, they may enhance the probability that such feelings and emotions will arise by:

- Spending time with the follower and enhancing, rather than undermining, self-confidence.
- Increasing follower knowledge, skills and abilities through exposure to various educational and training programs, as well as experiences. These activities enhance both follower capability and self-confidence.
- Establishing realistic, meaningful and attainable goals with the follower satisfactory to both parties.
- Creating a climate of mutual respect.
- Showing appreciation when the follower meets or exceeds expectations, or addressing problematic is-

sues regarding the follower's performance by focussing upon the work rather than the individual.

For the person in search of leadership qualities, the fourth and final attitude *relates to the importance of honesty* (Earle, 1996) and *consistency of behaviour displayed to followers* (Daly and Kleiner, 1995). Leaders must exercise extreme care when making promises that they may find difficult to keep later. They should fear a loss of credibility (Weaver, 1996), as well as a reduction in follower motivation, when unable to fulfil agreements made in the past. Apart from considerations relating to honesty, leaders also need to maintain high levels of consistency in behaviours displayed towards individual followers regarding matters such as fairness, expectations and personal code of conduct. Through consistency, leaders create a positive climate for their followers, enabling the latter to concentrate upon their jobs. Inconsistency breeds discontent and causes followers to brood upon what they perceive as arbitrary and capricious leader behaviors. Further, to maintain high levels of employee commitment, leaders must minimize distinctions of status that might cause some followers to conclude they are not valued (Pfeffer and Veiga, 1999).

In summary, successful leaders develop realistic attitudes and assumptions regarding their relationships with followers. They seek to build strong chains of mutual influence with their followers, aligning personal goals of those led with those of the organization. They support their followers and harvest a similar endorsement in return. They take the time to pay attention to details, both in regards to their followers, as well as themselves. They light the way,

rather than sending their followers ahead into the darkness. They tolerate mistakes (Rigsbee, 1996), earnestly made by followers, in the pursuit of excellence. Any employee can become a leader when it is understood that leadership is an acquired skill demanding a great deal of time, effort and practice.

Summary and Conclusion

Blanchard warns "if you want to know why your people are not performing well, look in the mirror" (1999: 15). We support this sentiment, suggesting that one may move beyond mere existence as a manager, supervisor, or follower, and assume the leadership role through the conscious, conscientious, and consistent application of principles relating to the expectancy theory model. High levels of performance occur when we establish motivational environments that inspire followers to achieve levels of performance that meet our expectations and perhaps exceed their initial beliefs in their own capabilities. And these followers are not only those employees reporting to us, for they may just as readily include co-workers and those in the organizational hierarchy above us.

We argue that everyone in the organization should strive to become a leader within the context of the demands of their job. By choosing a leadership role, each of us becomes a pebble tossed into a pond, causing ripples to ultimately spread throughout the entire organization that inspire measurable results, in terms of significant performance improvement, creative approaches to problem solving, and many other benefits. We do this by developing our capacity to influence others through the use

of expectancy theory principles, thereby consciously choosing a pull, rather than push, strategy. Any organization employing a workforce of leaders, rather than managers, supervisors, and workers, will likely realize enormous gains as individuals collectively attempt to mutually ease one another's journey towards the vision shared by all.

Leadership is hard work because it means stepping forward and taking the time to motivate each follower on

a personal basis, according to the principles of the model of expectancy theory. But if we are unwilling to expend this effort, we are really denying those around us the benefits of potential contributions arising from our use of influence to achieve the outcomes of the vision, and in the long run, we are choosing to forego our own opportunities to grow. In so doing, we sadly short-change ourselves and all others we work with, by failing to create the future everyone seeks.

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