

Course Learning Outcomes for Unit III

Upon completion of this unit, students should be able to:

3. Explore various aspects of effective leadership, to include influence, follower motivation, and effective followership.
 - 3.1 Identify major motivational theories.
 - 3.2 Describe the French and Raven power taxonomy.
 - 3.3 Describe leader power, follower motivation, and the aspects of effective followership.

Course/Unit Learning Outcomes	Learning Activity
3.1	Unit Lesson Article: "HDM Modeling as a Tool To Assist Management With Employee Motivation: The Case of Silicon Forest" Article: "Testing Herzberg's Two-Factor Theory in the Thai Construction Industry" Article: "Correctional Officer Turnover: Of Maslow's Needs Hierarchy and Herzberg's Motivation Theory" Unit III Reflection Paper
3.2	Unit Lesson Article: "Fifty Years of Influence in the Workplace. The Evolution of the French and Raven Power Taxonomy" Unit III Reflection Paper
3.3	Unit Lesson Article: "Business as Usual LLC: Leadership Fundamentals for the Small Business Community" Article: "The Greedy Seven" Article: "HDM Modeling as a Tool to Assist Management With Employee Motivation: The Case of Silicon Forest" Article: "Correctional Officer Turnover: Of Maslow's Needs Hierarchy and Herzberg's Motivation Theory" Unit III Reflection Paper

Reading Assignment

In order to access the following resource(s), click the link(s) below:

This paper introduces concepts and capabilities by providing adequate oversight into the many aspects of leadership and teamwork. Locate the following article, and read pages 69-72 (pages 12-15 in the PDF), the section titled "Motivating Others":

Boykins, C., Campbell, S., Corey, R., Harp, M., Mason, T., & Stanton, D. (2015). Business as usual LLC: Leadership fundamentals for the small business community. *Journal of Information Technology and Economic Development*, 6(1), 58-86. Retrieved from: <https://libraryresources.waldorf.edu/login?auth=CAS&url=http://search.proquest.com/libraryresources.waldorf.edu/docview/1714458414?accountid=40957>

The case depicts a business school dean's attempt to raise the salaries of School of Business faculty members to the 25th percentile salary level of AACSB accredited institutions. The salary proposal created an

uproar among the non-business faculty at the university. Locate the following article in the Waldorf Online Library and read pages 47-49 (pages 1-3 in the PDF):

Boyles, W., Stark, C., & Livingston, T. (2008). The greedy seven. *Journal of the International Academy for Case Studies*, 14(5), 61. Retrieved from:
<https://libraryresources.waldorf.edu/login?auth=CAS&url=http://go.galegroup.com.libraryresources.waldorf.edu/ps/i.do?p=AONE&sw=w&u=oran95108&v=2.1&it=r&id=GALE%7CA179978351&asid=60392fbda0eafeaf3978e4bea2fb5b86>

This article gives a brief introduction into the history of human motivation research and discusses a variety of motivational theories. From the numerous theories reviewed, the main motivational elements are assembled into a Hierarchical Decision Model (HDM) Locate the following article, and read pages 23-27 (pages 1-5 in the PDF), the section titled 'Literature Review':

Harell, G., & Daim, T. U. (2010). HDM modeling as a tool to assist management with employee motivation: The case of silicon forest. *Engineering Management Journal*, 22(1), 23-33. Retrieved from:
<https://libraryresources.waldorf.edu/login?auth=CAS&url=http://search.proquest.com.libraryresources.waldorf.edu/docview/734622232?accountid=40957>

Employees around the world are motivated to work and perform effectively based on the kind of positive rewards they expect to earn as a result of their performance. This paper is an attempt to relate quality of work life with the Expectancy theory proposed by Victor Vroom. Locate the following article, and read pages 49-52 (pages 5-8 in the PDF), the section titled "Application of Expectancy Theory":

HemaMalini, P. H., & Washington, A. (2014). Employees' motivation and valued rewards as a key to effective QWL- from the perspective of expectancy theory. *TSM Business Review*, 2(2), 45-54. Retrieved from:
<https://libraryresources.waldorf.edu/login?auth=CAS&url=http://search.proquest.com.libraryresources.waldorf.edu/docview/1656246637?accountid=40957>

Herzberg's two-factor theory of motivation is widely known in management circles. However, it has been criticized regarding its validity in different work settings. Construction is an industry with unique characteristics which may have special effects on employee motivation. Locate the following article, and read pages 333-335 (pages 1-3 in the PDF), from the beginning through the section titled "The factors":

Ruthankoon, R., & Ogunlana, S. O. (2003). Testing Herzberg's two-factor theory in the Thai construction industry. *Engineering, Construction and Architectural Management*, 10(5), 333-341. Retrieved from:
<https://libraryresources.waldorf.edu/login?auth=CAS&url=http://search.proquest.com.libraryresources.waldorf.edu/docview/218684207?accountid=40957>

This article discusses correctional officer turnover in terms of traditional theories of motivation. It does so by calling on the content theories of Maslow's hierarchy of needs and Herzberg's motivation-hygiene theory. Locate the following article, and read pages 74-79 (pages 6-11 in the PDF), the section titled "Process Theories" to the end of the article:

Udechukwu, I. I. (2009). Correctional officer turnover: Of Maslow's needs hierarchy and Herzberg's motivation theory. *Public Personnel Management*, 38(2), 69-82. Retrieved from:
<https://libraryresources.waldorf.edu/login?auth=CAS&url=http://search.proquest.com.libraryresources.waldorf.edu/docview/215950421?accountid=40957>

While focusing on the renowned bases of social power put forth by French and Raven in 1959, this paper aims to address the history and future of this taxonomy within organizational settings. Locate the following article, and read pages 267-278 (pages 1-12 in the PDF):

Elias, S. (2008). Fifty years of influence in the workplace. The evolution of the French and Raven power taxonomy. *Journal of Management History*, 14(3), 267-283. Retrieved from: <https://libraryresources.waldorf.edu/login?auth=CAS&url=http://search.proquest.com/libraryresources.waldorf.edu/docview/211031316?accountid=40957>

Unit Lesson

The content for this unit is presented through the below interactive presentations as well as videos. You will see text and hear audio. You may refer back to these lessons and videos as needed.

Please note: Be sure to maximize your Internet browser so that you can view each individual lesson on a full screen, ensuring that all content is made visible.

Click [here](#) to access the Unit III Interactive Lesson Presentation. Click [here](#) for a PDF of this lesson.

Click [here](#) for a transcript of the Introduction Video.

Click [here](#) for a transcript of the Unit III Alumni Video 1.

Click [here](#) for a transcript of the Unit III Alumni Video 2.

Suggested Reading

The following are additional outside resources that elaborate on the topics of power and motivation.

Fifteen companies were selected in this study, and you will learn about the seven most important factors influencing workers in Nigeria.

Aworemi, J. R., Abdul-Azeez, I., & Durowoju, S. T. (2011). An empirical study of the motivational factors of employees in Nigeria. *International Journal of Economics and Finance*, 3(5), 227-233. Retrieved from <http://ccsenet.org/journal/index.php/ijef/article/view/12336/8644>