2. Leadership, Motivation & Team Building

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Leadership

Introduction

Leadership is not magnetic personality - that can come from charm and the ability to 'talk a good game', which can be empty qualities. It is not 'making friends and influencing people' - that is flattery. Leadership is lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations. This can only be done through choosing your staff well, knowing their

personalities and motivations, and managing and leading them appropriately. This is not easy – and more of an art than a science! But many of the issues involved are examined below.

Definition

A simple definition and easy answers do not exist in the area of leadership! Leadership is a complex process by which a person influences others to accomplish a mission, task, or objective and directs the organisation in a way that makes it more cohesive and coherent. A person carries out this process by applying her leadership attributes (belief, values, ethics, character, knowledge, and skills).

Although your position as a manager, supervisor, team leader, etc. gives you the authority to accomplish certain tasks and objectives in the organisation, this power does not make you a leader - it simply makes you the boss. Leadership makes people want to achieve high goals and objectives, while bosses simply oblige people to accomplish a task or objective.

When it comes to developing the strength of leadership in an organisation, the question over whether 'leaders are born or made' is often debated. It appears that leaders can be made, providing they have the necessary qualities to start with! Responsibility for leadership training and development within organisations resides with the management; but this should be carried out for each layer of management, including team leaders and volunteer organisers.

To develop leadership, the focus must be on the four clusters of characteristics that successful and strong leaders have in common: -
  ➢ Vision, perspective and a clear understanding of the big picture
  ➢ The ability to organise and empower to achieve results
  ➢ Strong interpersonal skills, and the ability to communicate, influence and work with others
  ➢ Personal motivation, energy and resilience to be consistently successful

Leadership Theories

Leadership theory states that there are three basic ways to explain how people become leaders. These theories are: -
  ➢ **Trait Theory**
  Some personality traits may lead people naturally into leadership roles.
  ➢ **Style Theory**
  Some styles of leadership can be more successful than others
  ➢ **Contingency Theory**
  Takes account of other variations e.g. the nature of the task and the environment
There is more about these below.

Also, there is no doubt that people can choose to become leaders. People can learn leadership skills (providing they have the basic essentials!). This is the ***Transformational Leadership Theory***. It is the most widely accepted theory today and the premise on which this chapter is based.

Trait Theory

Many studies have been carried out on the traits of successful leaders. The findings indicate that good leaders come from a variety of sources, and traits for success differ according to situation. Only 5% of traits were similar throughout. These include: -

➢ *Intelligence*

Above average, but not genius. Good at solving complex and abstract problems

➢ *Initiative*

Independence and inventiveness. Capacity to perceive need for action, and urge to act

➢ *Self assurance*

Self confidence, belief in competence and high aspirations

➢ *Helicopter factor*

The ability to rise above a problem and see it in relation to its environment

The ability to 'see the big picture' is vital. When the 'vision' word is used it usually means that someone has an idea of what the future could look like and a plan to get there. The only way to inspire staff to strive to achieve your vision, is to make it become their vision too.

A successful leader needs clarity of thought. Seeing the 'wood for the trees' in a way. To do this, you need to raise your attention from yourself, and your own preoccupations, to what is going on around you (in the wider environment).

Other traits identified include: -

➢ Good health
➢ Above average height, or well below it
➢ Coming from upper socio-economic classes

Some studies also mentioned enthusiasm, sociability, integrity, courage, imagination, decisiveness, determination, energy, faith.

Style Theory

One explanation of the main leadership styles can be shown on a graph: -

	9				
	8	Country Club Management (1,9) *Production is incidental*		Team Management (9,9) *Integrate task and human needs*	
	7				
	6				
Concern For People	5				
	4				
	3	Impoverished Management (1,1) *Poor morale, poor production*		Task Management (9,1) *Men are commodity and task is king*	
	2				
	1				
		Concern for Production			

Style theory assumes that employees will work better for leaders who employ certain styles of leadership. This follows the belief that one strong motivation for work (particularly true in NGOs) is 'self-actualisation' – that is esteem, self-improvement etc. There is more about this in the section on motivation below.

Authoritarian (Task) Leader (9,1)

People who get this rating are very much task orientated and are hard on their workers (autocratic). There is little or no allowance for cooperation or collaboration. Heavily task oriented people are very strong on schedules expect people to do what they are told without question or debate, and when things go wrong they tend to focus on who is to blame rather than concentrate on exactly what is wrong and how to prevent it. They are also intolerant of what they see as dissent.

Team Leader (9,9)

This type of leader leads by positive example. She endeavours to foster a team environment in which all team members can reach their highest potential, both as team members and as people. She encourages the team to reach team goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members. They form and lead the most productive teams.

Country Club Leader (1,9)

This leader uses mainly reward power to maintain discipline and to encourage the team to accomplish its goals. Conversely, she is almost incapable of employing the more punitive coercive and legitimate powers. This inability results from the leaders' fear that using such powers could jeopardise her relationships with the team members.

Impoverished Leader (1,1)

This person uses a 'delegate and disappear' management style. Since he is not committed to either task accomplishment or maintenance, he essentially allows the team to do what ever it wishes and prefers to detach himself from the team process.

The most desirable place for a leader to be along the two axis at most times would be a 9 on task and a 9 on people, the Team Leader. However, certain situations might call for one of the other three styles to be used at times. For example, by playing the Impoverished Leader, you allow your team to gain self-reliance. It may be necessary to be an Authoritarian Leader to instil a sense of discipline in an unmotivated worker.

Leadership Styles

It always needs an assessment of the situation to determine the appropriate style. Good leaders are able to move between styles. However, research has shown that style alone is not the answer to effective leadership.

To achieve effective management, the style of leadership will need to be suitable to each individual and their stage of development, as well as coping with the distinct needs of 'mission-driven' NGO staff. Another theory gives the four main leadership styles as: -

> ➤ *Directive*
Controlling and clear about what they want team members to do. They do not appreciate arguments or suggestions from the team. This style suits new, inexperienced staff.

> ➢ *Coaching*

More open style. Asking for suggestions and input, they still take most of the decisions and guide staff closely. This style is appropriate for a developing team.

> ➢ *Supportive*

Encourage team to take most decisions on a day-to-day basis. They monitor closely and provide support. This style suits an improving team that still lacks confidence.

> ➢ *Delegating*

Allow the team to take their own decisions within boundaries they have set. They have a monitoring role and make themselves available to the team as needed. This style is excellent for skilled and experienced staff.

An effective manager has to be able to move between these leadership styles in order to ensure the most appropriate and motivational is used for each member of staff and each task (e.g. a directive style may still be appropriate for an experienced and confident staff member if an entirely new task is given).

Contingency Theory

Contingency theories take more account of other variables in the leadership situation, such as the operating environment, the nature of the task, the work group and the position of the leader in the work group. This theory reflects the 'best fit' scenario, where the most appropriate style can be judged and applied, according to the environment, task, group/staff etc.

It is recognised that where the situation is favourable to the leader, then the supportive style worked best. To be favourable to the leader, the situation needed the following: -
> ➢ The leader to be liked and trusted by the group
> ➢ The task to be well defined and laid down
> ➢ The power of the leader in respect to the group to be high (i.e. with position power and able to reward and punish)

The first was considered the most important amongst these.

Contingency theory also recognises that a crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. (This is the Great Events Theory.)
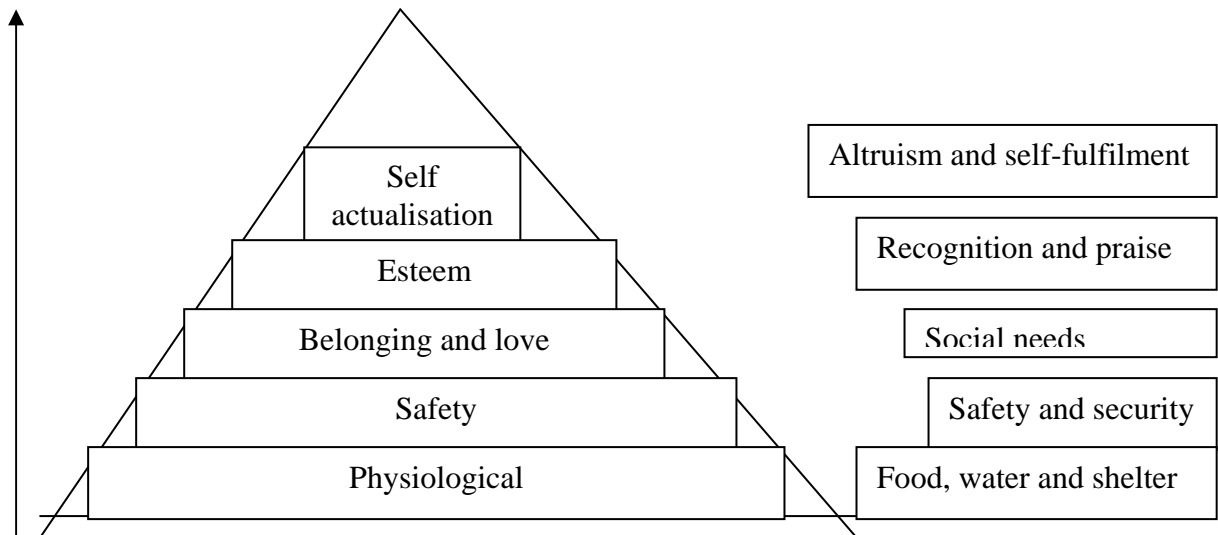
Motivation

A Hay Group' study examined over 75 key components of employee satisfaction. They found that: -
> ➢ Trust and confidence in top leadership was the single most reliable predictor of employee satisfaction in an organisation.
> ➢ Effective communication by leadership in three critical areas was the key to winning organizational trust and confidence: -
>> o Helping employees understand the company's overall business strategy.
>> o Helping employees understand how they contribute to achieving key strategic objectives.
>> o Sharing information with employees on both how the company is doing and how an employee's own division is doing - relative to strategic objectives.

Motivation is complex and highly individual. The motivation to work can be physical (earning money for food or shelter), psychological (seeking social satisfaction or security) or more unconscious and instinctive – which applies particularly to altruistic and self-fulfilment reasons. It is usual for a high proportion of animal protection staff to be 'mission driven', although there may well be some who have other motivations, especially in more technical (accounts, information technology) and junior roles.

One of the most popular theories explaining motivation is Maslow's 'hierarchy of needs': -

	Altruism and self-fulfilment
Self actualisation	
Esteem	Recognition and praise
Belonging and love	Social needs
Safety	Safety and security
Physiological	Food, water and shelter

The theory works on the basis that needs are only motivators when they are unsatisfied. The lower order needs (physiology and safety) are dominant until satisfied, when the higher needs come into being.

Very few animal protection workers are motivated by physiological or security needs, as wage rates are comparatively low and advantageous conditions and benefits few! However, as the movement attracts good, concerned citizens, it will also attract workers motivated by social needs (who will appreciate the company of such individuals).

Great Leadership

The road to great leadership shares five common elements: -
- ➢ *Challenge the process* - First, find a process that you believe needs to be improved the most.
- ➢ *Inspire a shared vision* - Next, share you vision in words that can be understood by your followers.
- ➢ *Enable others to act* - Give them the tools and methods to solve the problem.
- ➢ *Model the way* - When the process gets tough, get your hands dirty. A boss tells others what to do...a leader shows it can be done.
- ➢ *Encourage the heart* - Share the glory with your followers' heart, keep the pains in your heart.
- ➢ *There's no such thing as 'can't do'*
  'Can't do' is an alien concept to a real leader. Leaders get things done. They have commitment, persistence, determination and resilience. Couple all of that with

creative problem solving and you have a person things happen around. Indeed, things might even get shaken up when they're around. It isn't always comfortable being around leaders.

Management and Leadership

There is a real difference between management and leadership. You do not need to be a leader to be able to manage other people. However, to be an outstanding manager, you do have to have some of those essential skills and qualities that are necessary in developing as a leader.

Even if you are a manager with no major aspirations of leadership, there will be people who will turn to you for leadership, whether you like it or not. Therefore, when looking for training to develop your skills, it might be a very good idea to look at leadership courses as well as management courses.

"Our chief want is someone who will inspire us to be what we know we could be."
—Ralph Waldo Emerson

Team Building

Introduction

Team working is very common in animal protection work – partly because staff and resource shortages necessitate inter-organisational and inter-departmental co-operation, and partly because the movement tends towards a collective mentality, rather than a hierarchical one (particularly in campaigning organisations). There is far more to effective team-working than simply getting together to organise around a common task. Team-working dynamics need to be understood to make the most effective use of teams in your organisation.

A simple, but effective, definition of a team is: -
'A team is a group of people working together towards a common goal'.
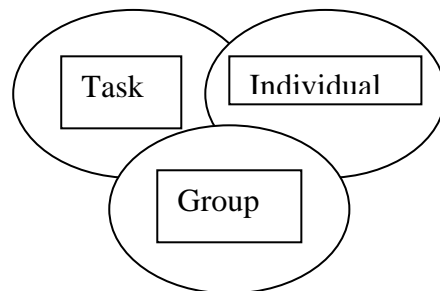
Effective Team Building

> ➢ Team building is a process of enabling the team to achieve the common goal
> ➢ The stages involved in team building including clarifying the goal, identifying the inhibitors and removing them.
> ➢ Teamwork can use the different skills and talents within the group (unlocking diversity)
> ➢ Teamwork can achieve effective delegation to empower team members
> ➢ Understanding the different stages of growth of teams can help enormously
> ➢ Understanding different team roles, and the value of diversity can also help enormously
> ➢ Teamwork can be used to resolve conflict, or to form strong and trusting working relationships, if carried out sensitively
> ➢ Similarly, an investigation or enquiry into the past, or an evaluation, can be effectively carried out by teamwork
> ➢ The nature of the team building varies in terms of scale, and what you are trying to achieve: -

	Scale	*What is changed*
Individual	1 person	Individual skills and perceptions
Small Team	2-12 people	Relationships between people
Inter-team	2 or more teams	Relationships between teams
Organisation	15+ people	The culture of the organisation

Research has shown that all members can participate effectively in a group of up to five and seven people. As a team becomes larger, say 10 to 12 people, it may be better to split the team into sub-groups.

Task and Maintenance Functions

To be effective, a team needs not only to tackle the task in hand, but also to maintain social relations within the group, and to ensure that individual needs are met. This relationship is often depicted as: -

Effective groups must carry out both task and maintenance functions.

Common Task Functions: -
➤ Proposing/initiating – proposing ideas, courses of action which are relevant the task
➤ Building – developing other people's proposals
➤ Diagnosing – analysing what is wrong, or what is causing the current situation
➤ Giving or seeking information
➤ Evaluating – evaluating the merits of certain proposals and outcomes
➤ Decision-making

Common Maintenance Functions
➤ Gate-keeping – to involve others in discussion, and to close off or control, as necessary
➤ Encouraging – Being friendly, supportive and responsive
➤ Conflict resolution – being prepared to acknowledge and deal with conflict
➤ Giving positive feedback
➤ Dealing with feelings – recognising and acknowledging people's feelings
➤ Looking after physical needs – for example, refreshments, breaks, space and light

Five Stages of Group Development

Like individuals, teams mature and develop. Research has shown that teams go through various common stages of development. The effectiveness of the team will depend on how well it deals with the problems that emerge at each stage. The most common stage model that explains this is: -

> ➢ *Forming*
>
>   Polite but untrusting. Formalities are preserved and members are treated as strangers.
>
> ➢ *Storming*
>
>   Testing others. Members start to communicate their feelings but probably still view themselves as part of their parent department rather than part of the team.
>
> ➢ *Norming*
>
>   Valuing other types. People feel part of the team and realise that they can achieve work if they accept other viewpoints.
>
> ➢ *Performing*
>
>   Flexibility from trust. The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.
>
> ➢ *Adjourning*
>
>   The final stage, Adjourning, involves the termination of task behaviours and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes.

Team Roles

The first step in developing your team building skills is to identify your personal team player style. Without knowing what your style is, it is very difficult to form an effective team, which will complement your strengths and weaknesses. Once you know what your own style is, it is equally important to identify the styles (and subsequent strengths and weaknesses) of the other members of your team (often your staff). Remember, you can always accomplish more as a group than you can as an individual.

The most useful and accessible team role model is that developed by Meredith Belbin in 1981. The team roles were designed to define and predict potential success of management teams, recognising that the strongest teams have a diversity of characters and personality types. It has been criticised due to its potential oversimplification and 'pigeon-holing' of individuals. However, when used wisely to gain insight about the working of the team and identify the team strengths and weaknesses it can be extremely useful.

Belbin describes a team role as 'a tendency to behave, contribute and interrelate with others in a particular way.' There are three action-orientated roles - Shaper, Implementer and Completer Finisher; three people orientated roles - Co-ordinator, Team-worker and Resource Investigator and three cerebral roles - Plant, Monitor Evaluator and Specialist. The nine team roles are summarised in the table below: -

	Team Role	**Strengths**	**Allowable Weaknesses**
Action orientated roles	Shaper	Challenging, dynamic, thrives on pressure Drive and courage to overcome obstacles	Prone to provocation Can offend people's feelings
	Implementer	Disciplined, reliable, conscientious and effective Turns ideas into practical action	Somewhat inflexible Slow to respond to new possibilities
	Completer finisher	Painstaking, conscientious and thorough Searches out errors Delivers on time	Inclined to worry unduly Not good at delegating
People orientated roles	Co-ordinator (Chair)	Mature, confident, natural chair Clarifies goals, promotes decision-making Delegates well	Can be seen as manipulative Offloads personal work
	Team-worker	Co-operative, perceptive, mild and diplomatic Listens, build, averts friction	Indecisive in crisis situations Unwilling to stand out for principles
	Resource investigator	Extrovert, enthusiastic, communicative Explores opportunities Develops contacts	Over-optimistic Loses enthusiasm once initial enthusiasm has passed
Cerebral roles	Plant	Creative, imaginative, unorthodox Solves difficult problems	Ignores incidentals Too preoccupied to communicate effectively
	Monitor-evaluator	Sober, strategic, discerning Sees all options Judges accurately	Lacks drive and ability to inspire others
	Specialist	Single-minder, self-starter, dedicated Provides knowledge and skills in scarce supply	Contributes only on a narrow front Dwells on technicalities

The accurate delineation of these *team roles* is critical in understanding the dynamics of any management or work team.

Other useful personality tests that can assist with developing understanding and acceptance amongst team members are the Myers Briggs model and the Keirsey Temperament Sorter.

The Myers Briggs model is based on 4 personality preferences: -
  ➢ Where, primarily, do you direct your energy?
  ➢ How do you prefer to process information?
  ➢ How do you prefer to make decisions?
  ➢ How do you prefer to organise your life?

The Keirsey is based around four temperaments: -
  ➢ Rational
  ➢ Idealists
  ➢ Artisans
  ➢ Guardians

Team Building's Twelve Cs

Successful team building, that creates effective, focused work teams, requires attention to each of the following: -

  ➢ *Clear Expectations*
  Has management clearly communicated its expectations for the team's performance and expected outcomes? Is the organisation demonstrating constancy of purpose in supporting the team with resources of people, time, and money?
  ➢ *Context*
  Do team members understand why they are participating on the team? Do they understand how the team will help the organisation attain its strategy and where its work fits into the organisation's goals, principles, vision, and values?
  ➢ *Commitment*
  Do team members want to participate in the team? Do team members feel the team mission is important? Are members committed to accomplishing the team mission and expected outcomes?
  ➢ *Competence*
  Does the team feel that it has the appropriate people participating? Does the team feel that its members have the knowledge, skill, and capability and resources to address the issues for which the team was formed?
  ➢ *Charter - Goal Definition*
  Has the team defined and communicated its goals; its anticipated outcomes and contributions; its timelines; and how it will measure both the outcomes of its work and the process the team followed to accomplish their task? Does the management support what the team has agreed?
  ➢ *Control*
  Does the team have enough freedom and empowerment to feel the ownership necessary to accomplish its goals? At the same time, do team members clearly understand their boundaries? Has the organisation defined the team's authority?
  ➢ *Collaboration*
  Does the team understand team and group process? Do members understand the stages of group development? Are team members working together effectively interpersonally? Do all team members understand roles and responsibilities?
  ➢ *Communication*
  Are team members clear about the priority of their tasks? Is there an established method for the teams to receive honest performance feedback? Do team members communicate clearly and honestly with each other? Do team members bring diverse opinions to the table? Are necessary conflicts raised and addressed?

> *Creative Innovation*

Is the organisation really interested in change? Does it value creative thinking, unique solutions, and new ideas? Does it reward people who take reasonable risks to make improvements? Does it provide the necessary training, development etc?

> *Consequences*

Do team members feel responsible and accountable for team achievements? Are rewards and recognition supplied? Is reasonable risk respected and encouraged? Can contributors see their impact on increased organisation success?

> *Coordination*

Are teams coordinated by a central leadership team that assists the groups to obtain what they need for success? Have priorities and resource allocation been planned across departments?

> *Cultural Change*

Does the organisation recognise that the team-based, collaborative, empowering, enabling organisation of the future is different than the traditional, hierarchical organisation it may currently be?

Barriers to Effective Teams

> The team may not share clear goals or purposes
> Teams often face issues that can decrease the effectiveness of the team and specifically its ability to make decisions: -
>> o The time trade-offs in decision-making (team decision-making can take time away from working directly on projects)
>> o Problems of 'groupthink' and pressure to conform
>> o The potential for increased conflict over decision-making
>> o Group anxiety – concern about the reactions of other groups members
>> o The potential for 'hidden agendas' and 'blind spots'
> Katzenbach and Smith (1993) list the following requirements for building effective teams:
>> o Teams must be small enough in the number of members.
>> o Members must have adequate levels of complementary skills.
>> o The team must have a truly meaningful purpose.
>> o The team must have a specific goal or goals.
>> o The team and members must establish a clear approach to the task.
>> o Members must have a sense of mutual accountability.
> Without adequate team training and preparation, it is unlikely that team(s) will work effectively to develop and realise a shared vision.
> Without team leadership (as opposed to traditional top-down leadership), teams will be unproductive.
> Another potential barrier is individual resistance to working in teams.

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Motivation

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Introduction

Animal protection work can be gruelling, both in terms of the sheer volume of hard work it entails, and because of the awful suffering inherent in it. As can be seen in previous chapters, it is difficult to remain motivated and optimistic, and problems such as burnout and compassion fatigue are common. Animal protection managers can help by understanding the problem, and by adopting an appropriate and sympathetic managerial

style. Individuals can help themselves by having a clear vision of what they want to achieve, and developing achievable 'bite size' goals along the way.

Definition of Motivation

There is a general consensus that motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energise behaviour and give it direction (Kleinginna and Kleinginna, 1981a).

Many researchers are now beginning to acknowledge that the factors that energise behaviour are likely to be different from the factors that provide for its persistence. It appears likely that initiation of behaviour may be more related to emotions and emotional behavioural inclinations (optimism vs. pessimism; self- esteem; etc.), while persistence may be more related to volition or goal-orientation.

Factors Influencing Motivation

Motivation is complex and highly individual. The motivation to work can be physical (earning money for food or shelter), psychological (seeking social satisfaction or security) or more unconscious and instinctive – which applies particularly to altruistic and self-fulfilment reasons. One of the most popular theories explaining motivation is Maslow's 'hierarchy of needs', which categorises human motivations as below: -
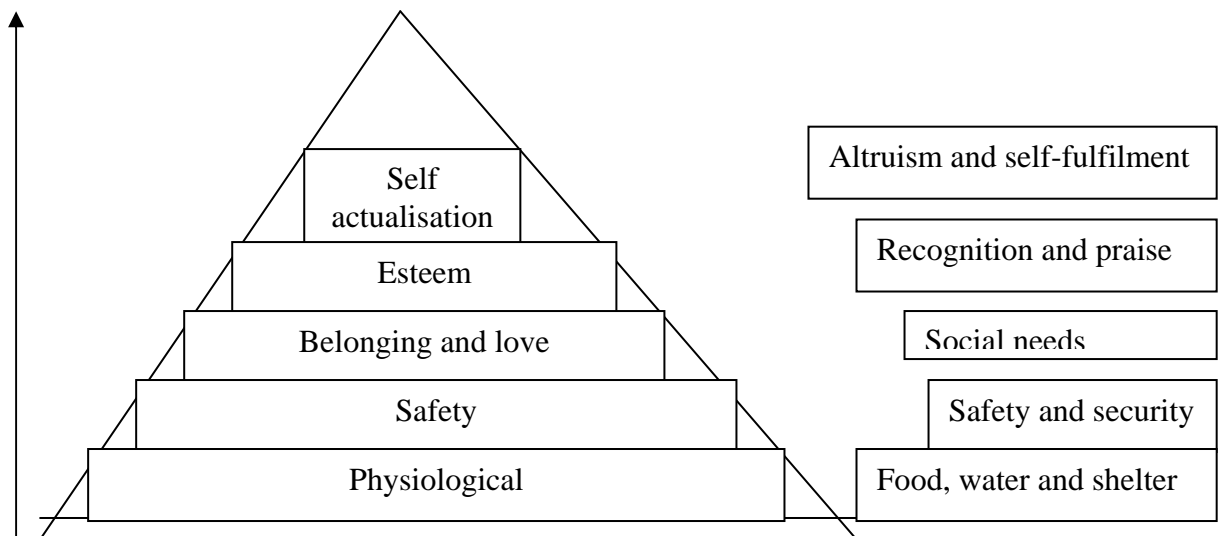
This theory works on the basis that needs are only motivators when they are unsatisfied. The lower order needs (physiology and safety) are dominant until satisfied, when the higher needs come into being.

Very few animal protection workers are motivated by physiological or security needs, as wage rates are comparatively low and advantageous conditions and benefits few! In reality, many have 'self-actualising' motivations, and are driven by the 'mission'. However, as the movement attracts good, concerned citizens, it will also attract workers motivated by social needs (who will appreciate the company of such individuals).

A cognitive approach is that of 'expectancy theory' (Vroom, 1964) which is based on the following equation:

Motivation =
Perceived Probability of Success (Expectancy) x
Connection of Success and Reward (Instrumentality) x
Value of Obtaining Goal (Value)

Since this formula relies on the three factors of Expectancy, Instrumentality, and Value being multiplied by each other, a low value in one will result in a low value of motivation. Therefore, all three must be present in order for motivation to occur.

'Mission Driven' Problems

Key management problems with the 'mission driven' are: -
- ➢ The tendency to take on too many projects and causes
- ➢ Starting many projects, without completion and/or necessary evaluation and reflection
- ➢ Overwork, at the expense of balance, personal life and recuperative activities
- ➢ Stress-related problems, including 'burn-out'

The tendency to take on too many problems or causes arises because the 'mission driven' staff member is constantly faced with problems of animal suffering that require resolution. Their mission compels them to accept the challenge. The desire to help is natural, but the results can be disastrous – both in terms of mission fulfilment and the impact upon the member of staff. Sometimes 'mission driven' managers themselves exacerbate this situation by imposing impossible demands upon staff.

Long working hours and the crowding out of personal lives often result. Many family breakdowns occur, and the worker throws him or herself deeper into their work to forget. Some successes build the feeling of responsibility and need. Failures, where the organisation could not react, reinforce this. Leisure activities appear meaningless when compared to the never-ending battle against animal suffering.

Some animal protection staff are also forced to deal with traumatic experiences of animal suffering (including horrific maiming and slaughter) and literally 'life and death' decisions about euthanasia. This adds to the stress and trauma.

The cycle can be destructive and endless, ending in extreme stress, loss of effectiveness and 'burn-out'. Many workers find the pressure too much to bear and leave.

It is vital that managers understand the situation of their 'mission driven' staff and manage the risk of overload, stress and 'burn-out'. Supportive and constructive management can do much to relieve the load and, in particular, feelings of personal responsibility and stress. Indeed, the negative effects of stress can be transformed into challenge if the situation is changed to give the member of staff control over their own situation within agreed boundaries. Appropriate management strategies could include the following: -
- ➢ Effective strategic and operational planning, to enable focus and prioritisation and limit areas of responsibility.
- ➢ Cultural change strategies to change working practices and attitudes.
- ➢ Clear criteria for shelter operating procedures, including euthanasia.
- ➢ Clear guidelines for the consideration of additional projects or exceptions.

➢ Careful recruitment procedures (such as psychometric testing), designed to ensure that staff employed in particularly traumatic or responsible roles are well suited psychologically for the task.
➢ Job design interventions to make the extent of job scope and systems more manageable.
➢ Supportive team working environment, where important issues are discussed.
➢ Regular staff forums and individual meetings for support.
➢ Stress management training and counselling, as appropriate.

It is vitally important to ensure that the 'mission driven' are placed in appropriate roles, and developed and supported in order to ensure that they can achieve their mission and consequently that of the organisation.

Another important factor relating to the 'mission driven' is that they have a strong sense of ethics and justice. This means that managers need to be scrupulous about their organisation's ethical practices and just, fair and open in their treatment of staff in order to maintain their loyalty and motivation.

A good leader inspires others with confidence in him; a great leader inspires them with confidence in themselves.
Unknown

Psychological Contract

Whilst considering the special management needs of the 'mission driven', animal protection staff with different motivations also need to be considered. Just as there are written contracts of employment with staff, there are also unwritten 'psychological contracts' (Levinson), which are a set of expectations that staff have about their jobs and the organisation. In order to ensure loyal and fulfilled staff, the organisation should ensure that each member of staff's expectations are known (and any unrealistic expectations highlighted), so the member of staff can be helped to meet these.

Motivation for work is an important aspect of the psychological contract (for example, a member of staff who works to fulfil a social need would only be content in a cooperative team environment, not in a single role working alone in an office).

There are three main categories of psychological contract: -
➢ Coercive (for organisations such as prisons, mental hospitals etc.)
➢ Calculative (for organisations exchanging pay and benefits for services e.g. commercial companies)
➢ Cooperative

Animal protection societies would usually operate under the cooperative psychological contract, whereby individuals identify with the goals of the organisation and become creative in pursuit of these goals. In return, staff expect more voice in the selection of these goals and more autonomy in the way in which they reach them. Management cedes some day-to-day control, but retains control through the selection and development of staff, and the allocation of financial resources towards various goals. A key trait of a successful manager is self-knowledge and understanding – the ability to make a realistic

assessment of his/her weaknesses, and to recruit and develop staff to complement and compensate. This is vital, because if bosses do not meet the psychological expectations of staff, they will leave the organisation. It surprises many that individuals dedicated to the cause leave an organisation with the same aims, but on analysis this is often to due to management problems.

"If you governed your province well and treat your people kindly, you kingdom shall not lose any war. If you govern selfishly to your people, your kingdom will not only lose a war, but your people will break away from your kingdom."
Confucius, Chinese philosopher (Circa 551-479 BC)

Volunteers

This section applies equally to volunteer management, where the self-actualising motivation usually predominates. The Volunteer Centre's UK study (1990) on the motivation of volunteers showed the following to be present: -
➢ Social contact with others
➢ Personal development
➢ Skills acquisition and learning
➢ Challenge and achievement
➢ Making a contribution to society

This makes it vital to view volunteers in terms of the individual psychological contracts, rather than simply a free human resource to be utilised at will. Volunteers need to be matched to an appropriate task, included in a team or group and training/developed to optimise their performance and provided with necessary support and feedback.

Many voluntary organisations have developed volunteer strategies in recognition of this. For example, the American Red Cross published a volunteer policy back in 1988 that included the following: -
➢ Mission statement and principles of the organisation
➢ Volunteerism – philosophy and practices
➢ Roles and functions of volunteers
➢ Definition of volunteer and retention of volunteers
➢ Recruitment methods
➢ Support for volunteers
➢ The costs of volunteer participation
➢ Relevant external trends affecting volunteers
➢ Career development for volunteers
➢ Volunteer performance standards and evaluation

Praise and Recognition

All staff and volunteers seek to increase their self-esteem and feeling of self-worth. This is particularly true of the 'mission driven', who need their contribution to the organisation's mission to be recognised and validated. Animal protection society managers must prioritise the recognition and appreciation of achievement. This builds staff motivation, loyalty, and feelings of psychological success. This necessitates proper project planning and evaluation - useful disciplines in a field where the tendency is to quickly finish one task and leap directly onto the next, with no pause for reflection or

evaluation to perfect future performance. Staff appraisal is also important in this regard – both formal and informal.

'Mission driven' staff are very special people, highly evolved, altruistic and intuitive. They will always give 110%, given appropriate management. Animal protection society managers can only be effective if they provide the conditions under which these people can flourish.

The 'Master Plan'

What is clear is that motivation can be achieved by following a dream or a vision for the future that matters to you individually. So, to achieve the maximum motivation, you need to be clear about what matters to you, and to set out to achieve this.

People who have a vision control their destiny and lifestyle as they move towards this. For people without a vision, others control their destiny and lifestyle. This power of taking control is an important part of motivation: It is also an important factor in motivational management.

Goal Setting

Once you know the direction you want to go than you can begin working on some goals. These must be achievable (see below) to provide motivation. Goal Setting is extremely important to motivation and success. Like dreams, goals ate 'wants', but goals are more specific.

Goals need to be SMART, that is: -
  - ➢ Strategic (taking you along the path to your dream)
  - ➢ Measurable
  - ➢ Achievable
  - ➢ Realistic
  - ➢ Timed

Within these goals, smaller more immediate targets can be applied. For some, it helps to keep a prioritised day list, and to work to achieve a certain portion of this each day.

Leadership and Motivation

Visionary Leadership increases efficiency by moving decision-making responsibility to the 'frontline'. To make frontline responsibility effective, leadership must give workers the opportunity to develop quality decision-making skills and to learn to trust them. It is more motivating for staff to be given outcomes for tasks, and to be left to develop their own ways and methods, rather than being told 'what and how' to do things.

However, staff need overall direction. They need to know where they are heading and why. Ensure that your employees know what you are trying to achieve, and what you expect of them in the process. Relaying clear objectives and will help them to schedule their own priorities and work towards these, in place of small-talk, checking e-mail, and mindless paper filing etc. They can work on the important, rather than be dragged under by the trivial.

The Basics

When looking for ways to energise your staff, make sure that your plans address one or more of eight basic human desires. The desire for: -

- Activity
- Ownership
- Power
- Affiliation
- Competence
- Achievement
- Recognition
- Meaning

The first few minutes of the workday can often be the most important minutes you will have with your staff. It sets the tone for the rest of the day, inspiring others to achieve greater results or leaving them without direction or energy. There are some tips on this below.

Arrive Early

There is nothing quite as frustrating to an employee as seeing his or her boss arrive hours after the workday has begun. It is very difficult to respect and follow a leader who fails to give as much as they expect in return.

Arrive at work before or with your employees and let your actions demonstrate your dedication to the company and its objectives. If you expect the best from others you must expect the same from yourself.

Meet and Greet

Begin the day by greeting your people, letting them know through your actions that you care about them and feel that they are valuable to your organisation. If you merely run to your office and fail to acknowledge the others around you, it will only serve to create a rift between you and ones you rely on for success. Recognition is an important part of motivation.

Energy

Moods and attitudes are contagious. The moment you walk through the door in the morning you are sharing a message with your body language. Walk in with a spring in your step and a smile on your face and you will spread the enthusiasm necessary for a productive workday.

Staff and Motivation

It is usual for a high proportion of animal protection staff to be 'mission driven', although there may well be some who have other motivations, especially in more technical (accounts, information technology) and junior roles. In this case, the theory is that you simply need to align individual goals with those of the organisation, and provide the resources and support/learning necessary, and you will achieve motivation.

However, motivation is complex, and individual motivations need to be explored and used in order to achieve maximum motivation. For example, internal motivation is longer lasting and more self-directed than is external motivation, which must be repeatedly reinforced by praise or concrete rewards. So, praise and recognition are of vital importance.

Motivation can also be enhanced by the way the job is organised. Control is an important factor – staff like to have control over their own environments and the methods they employ. They also need to be provided with the resources they need for success.

Some researchers claim that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks, which will provide an interesting challenge, but still keep the high expectations for success.

Knowing your people is key to successful motivational management.

Results Orientation

If the organisation builds a 'results orientation', then success will be considered all the more valuable. It will also assist staff motivation, as they see the team working towards achievement of the vision, rather than just being active.

Developing a Culture of Recognition

Both affiliation and approval are strong motivators. Team working can be an enormous motivator. Also, we all crave and appreciate recognition and appreciation. This is part of our formula for success.

Seven Rules of Motivation

> ➢ Follow a path, but set goals along the way.

When you learn to succeed at mini goals, you will be motivated to challenge grand goals.

> ➢ Finish what you start.

A half finished project is of no use to anyone. Quitting is a habit. Develop the habit of finishing self-motivated projects.

> ➢ Socialise with others of similar interest.

Mutual support is motivating. It is said that we will develop the attitudes of our best friends. If they are losers, we will be too. If they are winners, we will be a winner.

> ➢ Learn how to learn.

Dependency on others for knowledge is a slow, time consuming processes. Learning is empowering.

> ➢ Increase knowledge of subjects that inspire.

The more we know about a subject, the more we want to learn about it.

> ➢ Harmonise natural talent with interests that motivate.

Natural talent creates motivation, motivation creates persistence and persistence gets the job done. Doing things you are good at gets results.

> ➢ Take risks.

Failure and bouncing back are elements of motivation. Failure is a learning tool. No one has ever succeeded at anything worthwhile without a string of failures.

Further Resources

Leadership

✍ *Web Sites*

The Art and Science of Leadership
http://www.nwlink.com/~donclark/leader/leader.html

Leadership Now
http://www.leadershipnow.com/

Overview of Leadership in Organisations
http://www.mapnp.org/library/ldrship/ldrship.htm

Books

The 21 Irrefutable Laws of Leadership
By: John C. Maxwell
Publisher: STL
ISBN: 0785270345

The Leadership Challenge
By: Kouzes, Posner
Publisher: Jossey Bass Wiley
ISBN: 0787968331

The Leadership Challenge Workbook
By: James M. Kouzes, Barry Z. Posner
Publisher: Jossey Bass Wiley
ISBN: 0787968218

Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others
By: Jim Kouzes, Barry Posner
Publisher: Jossey Bass Wiley
ISBN: 0787964638

The 18 Challenges of Leadership: A Practical, Structured Way to Develop Your Leadership Talent
By: Shenaz Kelly-Rawat, Trevor Waldock
Publisher: FT Prentice Hall
ISBN: 0273688103

Team Building

✍ *Web Sites*

Team Building
http://www.mapnp.org/library/grp_skll/teams/teams.htm

Belbin Team Roles
http://www.belbin.com/

Team Technology
http://www.teamtechnology.co.uk/tt/t-articl/mb-simpl.htm

Myers Briggs
http://www.myersbriggs.org/

Keirsey Temperament Sorter
http://keirsey.com/

Books

Groups That Work and Those That Don't: Creating Conditions for Effective Teamwork
By: J. Richard Hackman
Publisher: Jossey Bass Wiley
ISBN: 1555421873

Effective Teamwork: Practical Lessons from Organisational Research
By: Michael A. West
Publisher: Blackwell Publishing
ISBN: 1405110589

Creating Effective and Successful Teams (Ichor Business Books)
By: Thomas R. Keen
Publisher: Purdue University Press
ISBN: 1557532893

The Wilder Nonprofit Field Guide to Developing Effective Teams
Beth Gilbertsen, Vijit Ramchandani
By: Publisher: Amherst H Wilder Foundation
ISBN: 0940069202

Motivation

✆ *Web Sites*

Motivation Tools
http://www.motivation-tools.com/

Maslow: Principles of Motivation
http://psychclassics.yorku.ca/Maslow/motivation.htm

Accel Team: Motivation
http://www.accel-team.com/motivation/

Motivation to Learn: An Overview
http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html

Books

How to Motivate Every Employee: 24 Proven Tactics to Spark Productivity in the Workplace
By: Anne Bruce
Publisher: McGraw-Hill Education
ISBN: 0071413332

1001 Ways to Motivate Yourself and Others
By: Sang H. Kim
Publisher: Turtle Press
ISBN: 1880336073

Coaching For Performance: Growing People, Performance and Purpose
By: Sir John Whitmore
Publisher: Nicholas Brealey Publishing
ISBN: 1857883039