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LEADERSHIP AND MOTIVATION:
LEADER AS A MOTIVATOR AND AS A MOTIVATED ONE

The problem of leadership is a complex and dynamic system of influences and consequences where motivation has an important place in its ambigous role. Consequently, leader finds himself in the ambiguous role, as an "object" of motivation and as its "subject". Having in mind that the leadership rocess consists of leader, followers and their interactions, we can speak about motivation of the leaders for leading and motivation of followers for following. This specific interaction has its own rules that should be discovered.

Key words: leadership, motivation, interaction.

INTRODUCTION

The question of motivation has been considered in psychology from many aspects and based on many different contexts. It has an important position and researching phenomenon of personality and onte of the main mechanisms for explanation meaningfulness of human and partly animal behaviour. In this sense this is a concept important from leadership perspective, no matter if it is a question of theoretical or practical purpose.

Leadership is a phenomenon related with the ability to transfer oneself influence to the others. Here, psychology could be of great importance and offer explanation and models of effective conducting of that kind of influence. In this process of communicating ones own goals with the ability to transfer oneself influence to the others. Here, psychology could be of great importance and offer explanation and models of effective doncudting of that kind of influence. In this process of communicating ones own goals with his followers and their directing toward those goals, motivation of leader himself and motivation of his followers could be found as a key psychological phenomena.

Successful and unsuccessful leaders are different in the context of their ability to "indoctrinate" their followers to strive towards the common goal.

1. MOTIVATION – BETWEEN PERSONALITY AND ENVIRONMENT

Lewin is one of the first and the most important scientists that has approached to the motivation not on the basis of instincts or by mechanistically inspired models, but with the cognitivist approach that attributes meaning and purpose to the human activity. He emphasis that the concrete behaviour is "function of the interaction between person and the environment (situation)". (Hersey, P., Blanchard, K. H., Johnson, E. D., 2001) or B = f (P, E) where B is behaviour, P is person and E represents environment.

Personality is here reduced on motives and needs that can be seen through personal attitudes that has a status of individual tendencies for reacting. Environment is determined prevalently by the social environment vecause of the social factors that have the highest influence on motives of the behaviour of the individual person (Evans, F., 1975).

So, when we speak about person and his attribution to the process of motivation, we must have in mind that the people do not differ only on the basis of their knowledge and abilities to achieve or do something, but also on the basis of their motives (needs, wishes, drives and impulses) and represents causes, reasons of behaviour, sources of activities and factors that arouse and maintain activity, and determines direction of their behaviour.

On the other side, social environment as the important motivational factor contains important stimuli for arousing of individual behaviour, without which most of them would not have been started.

Core elements that Lewin emphasis in the context of motivational process are tension, that occurs in some parts of the "field" and generates inside the person, valance, or perceived value of the goal, and psychological distance of that goal.

2. MOTIVATION FROM "INSIDE"

The thing that stimulates person on action is called motive in psychology. Motives are factors from inside that stimulate, give direction, conduct, maintain and regulate any goal oriented human activity and lead to the achievement of particular goals (Trebješanin, Ž., 2000).

Motives that are important for the leadership problem, are motive for achievement that is defined as "tendency to invest efforts for achieving and realisation of something perceived as valuable as a way to distinguish oneself from the others" (Rot, N., 1994), or to compete with them, then motive of aggression sublimated in the motive for dominating, i.e. motive for power. There is also a motive for self-actualisation, descending from the Maslow's theory and his idea that the higher in human hierarchy of need is a necessity for achieving all ones potentials (Hersey, P., Blanchard, K. H., Johnson, E. D., 2001).

3. MOTIVATION FROM "OUTSIDE"

We can see that behaviour is mostly oriented toward a specific goal, and that the goal is positioned outside person. In that way we have twofold influence of

environment: environment in function of modelling motives in personality and environment in function of providing attractive goals that are triggers of activity.

Goals are something outside the individual and something that determines outcome of his action. Behaviour related to the goal can be stirred in the course of achieving goal – goal directed activity and goal activity itself.

This phenomenon is known by the etologists that perceived motivation on one level of reductionism. They made a clear difference between so called appetitive activity that is connected with the searching for the goal, and for that allows series of different reactions (even based on comprehension) and consummator activity that consists of series of reactions that are performing when the goal is achieved (Tinbergen, N., 1951).

For us, this phenomenon is important because it is possible to extrapolate it on human behaviour. Those two classes of activity are different based on the consequences they have on the straight of particular need. Behaviour that is directed toward the goal amplifies initial motivation during the performance of particular activities, but the behaviour that leads directly to the goal reduces motivation, which stops after satisfying the need.

4. "SOMETHING IN-BETWEEN" ONCE AGAIN / MOTIVATIONAL FACTORS

Operational definition of those that we can find in the "middle road" of personality and environment are motivational factors. They are consistent and relatively permanent dynamic systems that include goals on one side, and motives on the other. Seen like that they can be localised between those two mentioned, but they embrace them to. Those are goals of behaviour that have been established connected with the goals (Mihailović, D., 2000).

Motivational factors can be of different nature. By the Herzberg's theory of motivation they can be differentiated on two categories of needs: motivators and factors of hygiene, that are independent between themselves and influence on behaviour on different way. (Table 1.)

Table 1. **Motivation and hygiene factors**
(Hersey, P., Blanchard, K. H., Johnson, E. D., 2001)

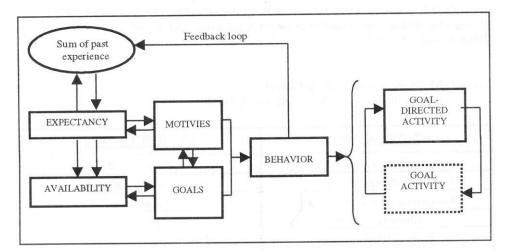| MOTIVATORS	HYGIENE FACTOR
The job itself	Environment
Achievement	Policies and administration
Recognition for accomplishment	Supervision
Challenging work	Working conditions
Increased responsibility	Interpersonal relations
Growth and development	Money, status, security

There is also an established differentiation of factors of motivation for work on material and nonmaterial factors based on present potential goals (stimulants). Yet, better diversification of motivational factors is that one that shows dominant mechanisms of repression and development: repressive factors and developing ones.

5. VROOM'S EXPECTANCE THEORY AS A THEORETICAL FRAME

It is certain that we should mention Wroom's expectancy theory, based on its similarity to the Lewin's attitudes toward "causes" of behaviour. This theory explains relation between motivation and behaviour using expectation as a subjective assessment of correlation between concrete behaviour and goal that using expectation as a subjective assessment of correlation between concrete behaviour and goal that has his own degree of attractiveness for the person.

As factors that influence on the straight of motivation, we can mention expectation and availability of goals seen as an environmental variable. Expectation influences on motives and needs and represents "perceived probability of satisfying particular need of a person based on his experience" (Hersey, P., Blanchard, K. H., Johnson, E. D., 2001). This previous experience represents a sum of all personal experiences and it is connected with actual behaviour and consequently enriched with it, by feedback. Also influencing personal development and change in expectation. It is possible to give a schema for the relation that exists between motives, goals and behaviour.

Picture 1. **Expanded Diagram of a Motivation Situation**
(Hersey, P., Blanchard, K. H., Johnson, E. D., 2001)

We can see elements of what have been previously said. If we start from the internal factors we will see that our motives are not in any case independent from the

goals and achievement of it. Motives that move us on activity are directed toward some goals and in cooperation with them they product corresponding behaviour that could be twofold: goal activity and goal directed activity. Goal directed activity gives a space for the series of different actions. On the other hand, motives themselves are under influence of our expectations, that through assessed availability of goals, effect on goals to. Expectation itself is formed based on the previous experiences whose formation is dependent on effects of behaviour by feedback mechanism. Also, we should mention that the exchange between expectation and motive, availability of goals and goals themselves, two way process.

6. LEADERSHIP'S DEPENDENCY ON MOTIVATION – NATURE OF LEADER'S MOTIVATION

We can consider leadership motivation from the perspective of a leader itself. In that case we pose a question of ones motivation for domination on others. The answer could be found in some motives known to psychology as need for self-actualization, motive for achievement and need for being respected.

Self-actualization motive, besides his developmental role that it has for person, influences on motivation of leaders to become and to stay leaders. Leadership position itself in group hierarchy is a separated position of distinction, and it can represent the inner state of person in sense of his formed individuality, based on established clear borders toward others and his established strong personal identity. This analogy is based on the idea that satisfying this motive "person satisfies his need for personal identity, to be a district entity different of any other one" (Rot, N., 1994).

Scientists connect this motive with the motives for achieving competency, i.e. ability and virtue to control environmental factors, if it is a question of factors of physical or social nature and also with the achievement motive.

Motive for achievement is a tendency toward achieving something that is considered as valuable in context of competing with others (McClelland, D. C., 1953). This need is considered as a complex one and its manifestations are multiple. From the desire to achieve something that is hard to achieve, through idea that it is a need to rule over and manipulate with thing, people and ideas, to the idea that it is a matter of need for competing and triumph on others (Murray, M. A., 1938).

McClelland concluded from his researches that this motive could be found in a great degree in people who believe that they have power to affect on events. This people, according to him, are more likely to struggle with problems then to leave it over to the chance. That is why, when they making a strategic decision choose the middle solution and goals, preferring a moderate degree of risk, because they feel their efforts and abilities will probably influence the outcome. Their goals are harder to achieve but they are reachable. This is so called phenomenon of aggressive realism. McClelland also found that they are more interested for personal achievement then for material rewards and it implies that their motivation is more abstract, intrinsic one. There is a hypothesis that it is a reason why they are also more capable for postponing a satisfaction of need and to engage in activities that are approximating the goal. Their preferences are directed toward a task relevant feedback and they tend to find the way to do things better (Hersey, P., Blanchard, K. H., Johnson, E. D., 2001).

Need for recognition is seen as connected with phenomena of prestige and power. Phenomenon of prestige Gellerman explains as: "a sort of unwritten definition of the kinds of conduct that other people are expected to show in one's presence; what degree of respect or disrespect, formality or informality, reserve or frankness" (Hersey, P., Blanchard, K. H., Johnson, E. D., 2001).

The concept of power is connected with leadership very tight because power is one way of conducting the influence of leaders on person's behaviour. Robbins says that power refers to "a capacity that A has to influence the behaviour of B, so that B does something that he or she would not otherwise do" (Hersey, P., Blanchard, K. H., Johnson, E. D., 2001). It is a resource of conducting influence on other people. We should add that power is:

- Potential not necessary actualized to be effective
- A relation of interdependence
- Means that person B has some amount of freedom in creating his own behaviour.

So, when we are speaking of specific and strong relation that is established between power and leadership, we have in mind that power is a potential to influence, and leadership is just a attempt to make it real. In other words, power is potential of leader to influence, resource that enable him to conduct his own influence. Also, it is not enough that people perceive that someone has power, it is necessary that they perceive that that person is able and ready to use it.

7. LEADERSHIP'S DEPENDENCY ON MOTIVATION – MOTIVATIONAL FUNCTION OF LEADERSHIP

Leading function of leadership includes a question of motivation of followers. It is the second aspect that connects leadership with motivation – initiating other's motivation. The question of human relations, human nature and need for adequate motivation become actualized in work psychology after the famous Mayo's Hawthorne experiment which showed us an importance of these factors for productivity.

He concluded that the work is organized based on the assumptions about the employees' nature of needs, as managers perceive them. Those assumptions are not necessary connected with their real needs and that is why he called that Rabble's hypothesis. Classical McGregor's X and Y theory are formed on that basis. These to opposite theories summarize the assumptions that Leaders have about characteristics of their employees.

Table 2. **Assumptions About Human Nature that Underlie McGregor's Theory X and Theory Y** (Hersey, P., Blanchard, K. H., Johnson, E. D., 2001)

THEORY X	THEORY Y
Work is inherently distasteful to most people	Work is as natural as play, if the conditions are favourable
Most people are not ambitious, have little desire for responsibility, and prefer to be directed	Self-control is often indispensable in achieving organizational goals
Most people have little capacity for creativity in solving organizational problems	The capacity for creativity in solving organizational problems is widely distributed in the population
Motivation occurs only at the psychological and security levels	Motivation occurs at the social, esteem, and self-actualization levels, as well as the psychological and security levels
Most people must be closely controlled and often coerced to achieve organizational objectives	People can be self-directed and creative at work if properly motivated

Argyris goes further and make a distinction between attitude and actual behaviour and he speaks about for behavioural styles. Those styles are combination of assumptions of human needs (theory X and theory Y) and corresponding patterns of individual behaviour, group dynamics and organizational norms that can be connected with theory X (pattern A) or with theory Y (pattern B). So, the behavioural pattern A refers to the behaviour of person who is not opened for the emotions, not ready to experiment and do not help others in these tasks. They are highly controlling and tasks are strongly structured on work. Opposite to this, B pattern of behaviour is a pattern of persons that are opened for emotions, like to experiment and help others in activities. So, they provide support and help to the employees that results in forming the values of trust, consideration and individuality.

Argyris combines those four concepts and form four styles XA, YB, XB and YA. It is theoretically logical that the attude X and behaviour A are connected, as it is case with attitude Y and behaviour B. But in praxis it is not so unusual that we find the other two combinations. Situation XB can be found on two occasions: if person has a negative attitude toward employees but he acts supportive because he believes that it could raise productivity or because he is conforming to the norms prevalent in work environment. Situation YA means tat leader is acting directive although he believes that people are independent and motivated for work. It happens in the phases when he helps employees to develop adequate skills and abilities for independent work (Hersey, P., Blanchard, K. H., Johnson, E. D., 2001).

CONCLUSION

Now, it is obvious that leadership and motivation are closely related concepts. On one side, motivation is mechanism that drives person to take role of leader, and on the other side, it is a mechanism that enables us to use that position – that is not possible without capability to motivate followers to follow us.

In that context it is possible to extract some characteristics of "human nature" that refer us toward adequate ways of motivating (Hersey, P., Blanchard, K. H., Johnson, E. D., 2001):

1. people have tendency toward security, but
2. they also expect the existence of social system that means relatedness, affiliation, interpersonal relations and belongingness
3. and they seek personal growth (self-actualization, advancement, growth, need for achievement)

It obliges us not to neglect any of possible motivational factors, as in theoretical considerations, so it is in praxis. It also requires from us to see problem of leadership holistically, as a complex dynamic system of interactions.

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Sažetak

RUKOVOĐENJE I MOTIVACIJA: RUKOVODITELJ KAO MOTIVIRANI I KAO MOTIVATOR

Problem rukovođenja je kompleksan dinamički sustav utjecaja i posljedica, u čijem kontekstu svoje značajno mjesto zauzima fenomen motivacije, ovdje promatran u svojoj dvostrukoj ulozi. Stoga je i rukoviditelj u dvostrukoj ulozi, kao "objekt" motivacije i kao njen "subjekt". Naime, imajući u vidu da se proces rukovođenja sastoji od rukovoditelja, podređenih i međusobnih interakcija, možemo govoriti o motivaciji rukovoditelja za rukovođenje i motivaciji podređenog da se njim rukovodi. Ova specifična interakcija odvija se po nekim zakonitostima koje treba otkriti.

Ključne riječi: rukovođenje, motivacija, interakcija.

Zusammenfassung

DIE FÜHRUNG UND DIE MOTIVATION FÜHRUNGSBEAMTER ALS DER MOTIVIERTE UND DER MOTIVIERENDE

Das Führungsproblem ist ein komplexes und dynamisches Einflüß- und Folgensystem, wo die Motivation einen bedeutenden Platz in seiner zweifachen Rolle einnimmt. Demzufolge befindet sich auch der Fürungsbeamte in seiner zweifachen Rolle, als «Objekt» und als «Subjekt» der Motivation. Nämlich, wenn man daran denkt, dass der Führungsprozess aus dem Führungsbeamten, den Untergeordneten und ihrer gegenseitigen Interaktion besteht, kann man über die Motivierung des Führungsbeamten zum Führen und der Motivierung des Untergeordneten, dass dieser gefürt wird. Diese spezifische Interaktion verlauft nach einigen Gesetzlichkeiten, welche zu entdecken sind.

Schlüßelwörter: Führung, Motivation, Interaktion.