

Validating Haefner's Fourth Theory of Motivation

MA. FLORECILLA C. CINCHES

ORCID NO. 0000-0001-7205-7733

fcinches@liceo.edu.ph

BIENVENIDO M. FLORES

ORCID NO. 0000-0002-6682-8471

bmflores@liceo.edu.ph

Liceo de Cagayan University
Cagayan de Oro City, Philippines

ABSTRACT

What works best to motivate employee and engage them toward commitment is an unending inquiry in the workplace. The interest in the quest for 'appropriate' motivation models is strengthened by widespread assumptions that a motivated workforce is a critical antecedent of the organization's productivity. This study verified Haefner's Fourth Theory of Motivation by exploring the opinions of practitioners who are engaged in motivating people in their respective organizations. It looked into the qualitative responses from the professional-respondents on the following topics: situations that one looks forward to from leadership as sources of encouragement and motivation to commit and be part of the successful productivity program; specific work environment that best stimulates an individual to work with the team and go extra mile without counting the cost; and qualities an individual person brings to best contribute to the completion of a team project. The questions were open-ended ones and floated to one hundred (100) graduate and postgraduate students at Liceo de Cagayan University School of Graduate Studies. Following

the guidelines of Heppner and Heppner (2004), responses were classified. Results were classified into themes and core ideas and summarized in a table. Findings confirmed most of the various elements in the motivation subsystems. However, a scale should be developed to further test the validity of the constructs in the subsystems.

Keywords: Motivation, leadership, work environment, individual psychology

INTRODUCTION

There is an unending inquiry on 'what works' to motivate employees in the workplace. Perhaps, the interest in the quest for 'appropriate' motivation models is strengthened by widespread assumptions that a motivated workforce is a critical antecedent of the organization's productivity. Oftentimes when not properly redirected, the complexities of organization elements combined with the unpredictable nature of human psychology can seriously hinder a workforce from having a sustained engagement in the workplace.

The planned change intervention - the redesigning of the faculty evaluation scheme - done a year ago produced substantial outcomes (Cinches and Borbon, 2012). The project relied heavily on Joseph Haefner's Fourth Theory of Motivation (2011) for its program theory. The fruitful progress and completion of the project was attributed to the highly motivated members of the study and consultative groups. Part of the previous study supported Haefner's postulation that motivation systems involve human psychological states that are of diverse, complex social mechanisms and are less mechanistic than a functional organization process (Haefner, 2008). Furthermore, the study confirmed the theorist's argument of the author that the study of motivation as a subsystem discloses the complexities that arise when combining organizational elemental subsystems with human psychology elemental subsystems (Haefner, 2008).

This study delved deeper into Haefner's theory, which has not been well studied from the perspectives of the open systems theory. The value of this study lies primarily in validating the different elements in a motivational

subsystem within the system advanced by Haefner. Exploring further into the theory means identifying more distinct indicators of the variables that operate within the motivational queues, which can help validate the fourth theory of motivation from a cross-sectional sample of professionals.

FRAMEWORK

There are existing theories showing motivation models explaining what makes of a committed and engaged workforce. According to Joseph Haefner (2011), many motivation models put more emphasis on inputs, while others on human actions or process, and dwelt on the human performance outcome. While these models are recognized by many practitioners, Haefner viewed them as disintegrated believing that motivation should be treated in the context of open systems theory and that motivation is a critical subsystem and stresses that unless motivation is considered part of the bigger system. In his intensive study, Haefner cited that Ouchi, Deming, Drucker, Maslow, and the other researchers presented only pieces of the motivation concept, not its full picture. Thus, he presented and tested an alternative explanation of motivation called the Fourth Theory of Motivation. Each of the elements in the subsystems interacts in a fashion like Langfred's and Moye's (2004) task autonomy model that describes how factors may interact with other factors. The inputs influence the process of task autonomy that affects human motivation, which, in turn, produces a performance output effect, which is a motivation effect. The environment subsystem fits into the motivation subsystem, and the motivation subsystem fits within the organization system. Figure 1 shows the linear flow of motivation factors that start with leadership motivation queue, which elements for the creation of desirable work environment include *intellectual stimulation, enabling formulation, task significance, participative decision-making and goal setting*. The workplace emerging from the leadership queue requires *trust, interest alignment, shared norms, social interactions, and normative intrinsic*. Haefner believes that if these work setting conditions are present, the *individual psychology* engenders

trust, prosocial personality, agreeableness, self-determination, self-efficacy, intrinsic motivation, and goal regulation.

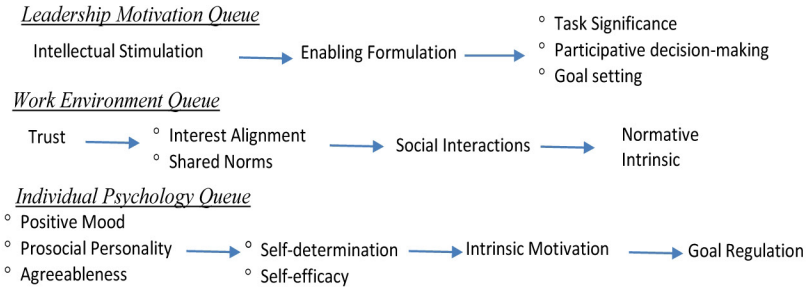


Figure 1. A Linear Flow of Motivation Factors

This current study hinges on the Haefner’s Fourth Theory of Motivation and recognizes the presence of subsystems in systemic motivation: *leadership, environment, and personalities*-linked by core values in maintaining quality systems. The most recent researches have shown that the contemporary leader is characterized by the supportive leadership style that shows the leader’s concern for subordinates’ well-being and their personal needs. Leadership behavior is open, friendly, and approachable. The leader creates a team climate and treats subordinates as equals (Blanchard, 2009). Such leadership ensures the highest possible employee-engagement to achieve the company’s goals, vis-à-vis productivity, employment, and better standard of life (Buble, Juras, and Matić, 2014). Leadership has been studied to be one of the most influential factors that determine organizational learning and creativity (Hm Tse and Mitchell, 2010). Also, a recent study has associated leadership with four elements of innovative work behaviors including idea promotion, idea generation, work commitment, and idea implementation (Iqbal, Waheed, and Riaz, 2012). Such study indicated inspirational motivation, intellectual stimulation, and idealized influence behaviors as part of the significant elements of transformational leadership.

Haefner posits that when launching a project, leadership can introduce motivation queues, such as intellectual stimulation, enabling formulation, goal setting, and clarifying task significance in an orientation of participative decision-making atmosphere that turns the employees into decision-makers. Intellectual stimulation is the capacity of a leader to exercise the appropriate skills and knowledge for the situation. In their study, Sadeghi and Pihie (2012) discussed intellectual stimulation as one of the dimensions of transformational leadership. Other researchers considered intellectual stimulation as the degree to which leaders stimulate their followers' endeavors to be innovative and creative (Limsila & Ogunlana, 2008) and consider old organizational problems with new perspectives (Moss & Ritossa, 2007).

In Haefner's case study, intellectual stimulation was the first motivational queue introduced by leadership. It is important for the management to ensure that projects are headed by leaders who can "exercise extensively the appropriate skills and knowledge for the situation." The study of Towers Perrin (2008) distinctively defined *leadership* as the driving force that engages employees to commit and be productive.

The above leadership direction lays the ground in shaping the second source of motivation, which is the environment. Motivating environments always encourage employees to give their best to their jobs. According to Copozzoli (1997), a motivating environment exists with the following conditions: high standards, clear objectives, adequate training, adequate management contact, adequate feedback, rewards that employee's value, adequate working conditions, and effective leadership. Leadership is always viewed as a persistent element to initiate a motivating environment. Leaders must impress team members that they are trusted and empowered to make decisions for the achievement of project goals.

Haefner, however, postulated that "merely trusting and empowering workers" may not be sufficient. Cinches et al. (2012) also cited that participative decision-making, trust, and interest alignment are generated in social interaction done through sustained brainstorming and consensus building that establish the groundwork for strong intrinsic motivation.

Developing trust is instrumental in arousing healthy social interaction and shared norms among group members when there are shared norms and high task interdependence and teamwork to solve a problem (Haefner, 2011). This process provides an ambiance of equals in the team where each opinion can be expressed and listened to. Brainstorming, if managed well, could reinforce trust as group members have the autonomy to decide on the project outcomes (Poitras and Bowen, 2002).

In the lens of Oshana (2003), autonomy connotes sense of self-direction and not “simply having values and preferences that reflect what the person holds under conditions where control is absent.” Thus, task autonomy in this sense implies self-direction that is linked with the desires and capability for self-governance. Interest alignment and functioning are viewed as natural work units. In their study, Cinches et al. (2012) saw this concept in the collective choices and actions of the study group that acted as one within the context of “psychological resources” for self-governance. The learning team was aware of the need to recognize the social, political and economic configurations in the university. Autonomy means collectively deciding as a group through the processes that are not coerced. Since autonomy prescribes reasonably perceptive cognitive skills and developed set of values, it was important for the study group to be intellectually stimulated not only in discussing good teaching practices but also in determining practically the outcomes of the group project backdropped against the core values of the institution. It was also important that several decisions if not all, derived from group dynamics through consensus building were unforced, thereby building trust in the work environment.

Trust is related to climate of openness, collegiality, professionalism, and authenticity (Tschannen-Moran and Hoy, 1998). This healthy atmosphere was more enriched with the collective efficacy of the study group. Bandura (1986 as cited by Kurt et al., 2012) defined collective efficacy as a group’s shared belief in its conjoint capabilities to organize and execute the courses of action required for producing given levels of attainment. The root of this collective efficacy is self-efficacy. Bandura further identified four sources of efficacy expectations:

mastery of experiences, physiological and emotional states, vicarious experiences, and social persuasion. Social persuasion regarding of feedback and specific help and encouragement can help create a supportive social environment, while the lack of feedback and criticism can create an unsupportive environment (Milner, 2002).

It is not difficult to assume then that from this second environment queue, the third motivation queue called the individual psychology considered as the “wild card in any social and organizational group,” emerges. Motivating leadership and environment can lead to a ground work of positive mood, pro-social personality, and agreeableness. Being self-determined and self-efficacious, group members have motivation emanating from within emanates within themselves; thus, thus goal regulation becomes a natural function (Haefner, 2011). Bandura maintained that self-efficacy as the belief in one’s capabilities to organize and execute the courses of action required to produce given attainments.” Collective efficacy was positively associated with self-efficacy (Lev and Kolowsky, 2009). A group can have collective efficacy by sharing the belief that together they can organize and execute courses of action required to attain a common goal (Milner, 2012). This postulation is also in support of Haefner’s systematic motivation that links the three motivation queues with shared core values.

OBJECTIVES OF THE STUDY

This study verified the Fourth Theory of Motivation of Haefner by exploring opinions of practitioners engaged in motivating people in their respective organizations.

METHODS

This qualitative study gathered information through open-ended questions on the different aspects of the motivational subsystems. The questionnaire was floated to the graduate students coming from industries, academic organizations, and

hospitals. Responses were transcribed, content analyzed and coded. The analyses were validated by a research associate before the determination of the final thematic categories of the responses. Frequency counts of the responses under each thematic category were done. Verification of categories and core ideas was done by a professional colleague.

Data of the study were classified into three types - general, typical and variant - and summarized in three tables. The classification was based on the guidelines of Heppner and Heppner (2004). Responses, one-half of almost all the participants were classified as *general*. Responses of a fourth to almost half of the participants were *typical*. Responses of only one to less than ten of the respondents were considered as *variant*. The responses were further categorized into the various major themes of each queue. For each major theme are core ideas that participant believed to characterize each theme.

RESULTS AND DISCUSSION

Leadership as a Subsystem. The first open-ended question was: “*If you work with a team for a particular project to improve productivity, what situations and circumstances will you look forward to from leadership as sources of encouragement and motivation, for you to commit and be part of the successful productivity program? Kindly list situations.*” Table 1 summarizes the themes and core ideas generated from the participants’ responses. The major themes under *leadership* are enabling formulation, intellectual stimulation, goal setting, participative decision making, extrinsic motivation, regulatory foci, job design, and task characteristics.

Table 1

Themes and Core Ideas on Leadership

Major Themes	Frequency	Core Ideas
Enabling Formulation	Typical	- Consultative and participative leadership
		- Collaborative leadership
Intellectual Stimulation	Typical	- Open minded and good listener and creative
		- Servant leadership
		- Leadership by example
		- Technically knowledgeable
Goal Setting	Typical	- Learns that listens with their heart and speak of their mind
		- Aims for excellence
		- Exudes stability and confidence
		- High standard of integrity
		- Goal oriented
		- Committed/unity
		- Share common goal/purpose
- Each member the team has well defined assignment/task		
Participative Decision Making	Typical	- Acknowledge/recognize members' suggestions/ideas
		- Participative Decision-making
		- Resource sharing and opportunity to learn
		- Participative/teambuilding/productive/consultative
		- Creative/innovative leadership
		- Proper delegation of task
- Respect/professionalism		

Table 1 Continued

Major Themes	Frequency	Core Ideas
Extrinsic Motivation	Typical	- Members are given recognition through reward system
		- Proper monitoring and ideal working condition
Regulatory Foci	Variant	- Reward system for business partners and employees
		- Compliments, compensation or incentives for work done
		- Assertive leadership, flexibility, collaboration
		- Manage and control members in times of chaos
		- Leaders that are firm

The table further shows that for the theme, *enabling formulation*, and typical core ideas describe leadership as collaborative, committed, open-minded, and creative and servant leadership. For *intellectual stimulation*, responses of participants revolve on leadership by example, technically knowledgeable, aiming for excellence, stability and confidence, open-minded, and listens with their heart. On the other hand, typical responses on *goal setting* were high standard of integrity, and share common purpose/goal, while in *participative decision-making*, leaders' core ideas include recognition of members' ideas, resource-sharing, participative decision-making, proper delegation of task, respect, and professionalism among all others. Under the thematic category of *extrinsic motivation*, characteristics of leadership include giving of reward system, proper monitoring, providing ideal working condition, compliments and compensation on the work done were the common responses given. For regulatory foci, assertive leadership, manages, and control members in times of chaos, and leaders should be firm were sparsely mentioned.

Leadership in any organization directly controls the motivation subsystems and has profound responsibility in systematic motivation (Haefner and

Makrigeorgis, 2010). Expectations of the professionals who took part in this study underlined leadership with sterling qualities as earlier cited. Such qualities are what Haefner referred to as enabling formulation and intellectual stimulation. It is important that management ensures that projects are headed by leaders who can “exercise extensively the appropriate skills and knowledge for the situation.”

In Haefner’s case study leadership laid the ground in shaping the second termed as working environment, and third motivation which the is individual psychology. To him, ‘enabling formulation’ occurs when the working atmosphere is set to a participative decision-making mode and when each member of the working group is made to feel as a coequal participant in accomplishing a task. In the researchers’ experience, the project leader joined the deans and the teachers to solicit their views, made them participants in solving problems, and empowered to make decisions. The study group was made to feel that it owned for the project outcome would directly affect the group of said scheme. Setting the tone for participative decision making required the leveling of expectations, which included the processing on task significance and setting the goal.

Surprisingly, extrinsic motivation was among the professionals’ responses within the leadership subsystem. Leadership is expected to recognize consistently team members’ contribution to the project. Extrinsic motivation can be initially set by the leaders by recognizing team members’ capability and delegating of task appropriately. Enabling formulation, intellectual stimulation, goal setting, participative decision making, extrinsic motivation, are the elements necessary for leadership to create an ideal work environment.

Environment as a subsystem. The summary of themes and core ideas on the environment is presented in Table 2. Responses are categorized into eight themes as follows: interest alignment, shared norms, natural work units, organization values and dynamics, high task interdependence, intrinsic normative, autonomy and group rewards, low formalization, and trust. The question asked was on *specific work environment that best stimulate an individual to work with the team and go the extra mile without counting the cost.*

In describing the work environment, much importance was given to the motivation of workers interlocking with the theories on leadership and individual psychology. It is evident that the motivation of workers is greatly affected by other elements and subsystems. Responses pointing to *interest alignment*, as the factor affecting workers are the following:

“Believe in the cause of his work and for greater good”

“Passionate work environment”

“Peaceful environment”

“Theme is teamwork and output oriented”

With reference to *shared norms* the responses are stated:

“Happy and satisfied with the leadership”

“Friendly environment that bring the best of individuals”

“Teammates are open minded and cooperative”

“There is encouragement for the leader”

“Value respect and dignity among members”

Table 2

Themes and Core Ideas on Environment

Major Themes	Frequency	Core Ideas
Interest Alignment	Typical	-Believe in the cause of his work and greater good
		-Passionate work environment/concern among members
		-Teamwork/output oriented
		-Happy and satisfied with the leadership
Shared Norms	Typical	-Friendly environment that brings the best of individual
		-Teammates are open-minded /

Table 2 Continued

Major Themes	Frequency	Core Ideas
		cooperation
		-There is encouragement from the leader
		-Value respect for and dignity of the members
		-Safe and secured environment
		-Trust and delegation among members
		-Peaceful environment/open environment
		-Non-competitive
Trust	Typical	-Full support for administration, team members
		-Friendly environment/approachable team
		-Supportive leaders/managers
		-Team members have the same goal or mind-setting
Natural Work Units	Typical	-Resources are available/proper structure
		-Address cultural diversity in the workplace, communication and productivity
Organization Values and Dynamics	Typical	-Clear goal/direction of the entire organization
		-Have moral standards
		-Provides professional development
		-Continuing formation of team member
		-Team is supportive and participate in all activities
		-Team members that are willing to work and handle pressure
High Task Interdependence	Typical	-Knowledgeable of the job and knows what to do
		-Interested in the completion of the

Table 2 Continued

Major Themes	Frequency	Core Ideas
Intrinsic Normative	Typical	<ul style="list-style-type: none"> project/specific goal or target -Strive harder for the completion of the work -Inspiring to work environment -Happy with the team -The work is part of the plan in which I have been informed
		<ul style="list-style-type: none"> -Work environment where everyone gets enough -Every member works for the organization -Giving autonomy for the project -Team work
Autonomy	Variant	<ul style="list-style-type: none"> -Team does extra work without instructions -The leader recognizes the efforts of the team members -Work environment seeks the benefits of everybody
Group Rewards	Variant	<ul style="list-style-type: none"> -Incentives, completion bonus, profits are shared -Members are encouraged to boost confidence to do more

Nonetheless, there is consistency in the notion of an ideal work environment. The respondents highlighted respect, friendliness, encouragement, and approachability as leaders' traits. These traits are interrelated with the other elements in the theory of motivation. Moreover, on organization values and dynamics, the respondents cited cultural diversity in the workplace, communication and productivity, clear direction or goals, high moral standards, professional development, and continuing formation of team members.

Among the factors in the environment subsystem is *trust*, which includes safe and secured environment, work delegation, peaceful environment/open environment, non-competitive, administration support, and team work.

On *high task interdependence*, the respondents had the following descriptions of the team members: supportive and participative, willing to work and handle pressure, knowledgeable of the job and know what to do, interested in the completion of the project and has the courage to strive harder for the completion of the work. On the other hand, within *intrinsic normative* theme the responses were:

“Inspiring to work environment”

“Happy with the team”

“The work is part of the plan in which I have been informed”

“Work environment where everyone gets enough”

“Every member work for the organization”

Equally emphasized in the responses is the behavior or attitude of the employees towards the work environment that of being happy and inspired at work. Variant responses for autonomy and group rewards as factors to affect the environment in the workplace were also noted.

The second subsystem in the fourth theory of motivation is environment. As earlier stated, leadership direction configures the foundation in shaping the second source of motivation. The themes captured in the responses fitted the ten elements in the environment subsystem. The qualitative responses corroborated Haefner’s motivating environment that is described with high degree of interest alignment, shared norms, natural work units, and organizational values. Copozzoli (1997) upheld these findings with his ideals of a motivating environment defined by high standards, and clear objectives, and rewards that are valued by employees, and adequate management visibility.

Effective leadership is also viewed as a persistent element to initiate a motivating environment. The previous study also cited as important elements participative decision-making that is encouraged by the leadership, generated

trust, and interest alignment (Cinches et al., 2012) that are the groundwork for strong intrinsic motivation. It is further assumed that developing trust is instrumental in arousing healthy social interaction and developing shared norms among group members when there are shared norms and high task interdependence and work as a team to solve the problem (Haefner, 2011). Autonomy as operationalized in the study is a variant as far as the qualitative responses are concerned. However, in the framework, autonomy lays the groundwork for trust. Trust was seen more in typical responses such as “trust and delegation among members” and “presence of trust in the work environment.” Trust of the administration was also seen in the typical responses such as “full support of administration on the project.” Autonomy may not have been explicitly stated but its outcome was expressed in the typical responses such as climate of openness, collegiality, professionalism, and authenticity (Tschannen-Moran and Hoy, 1998). A motivating environment as a subsystem is generally expected to sustain the ambiance that would encourage each team player to engage in the task on hand in a natural work setting where everyone’s interest to work is aligned with shared norms and high task interdependence.

Individual Psychology as a subsystem. The summary of themes and core ideas on Individual Psychology is presented in Table 3. The responses were almost typical ones for self-monitoring and goal regulation that are of variant response. This qualitative question was on the *qualities individual person brings with him/her to best contribute to the completion of the project*. Findings are closely interrelated to the responses on leadership and environment.

Table 3

Themes and Core Ideas on Individual Psychology

Major Themes	Frequency	Core Ideas
Prosocial Disposition	Typical	<ul style="list-style-type: none"> -He/she delivered the best of his/her capabilities without hesitation for the accomplishment of the object in to everyone -One should know his/her responsibility, one should be able to communicate with the team -Cooperation, teamwork, commitment and interpersonal relations -Compassion, enthusiasm, resourceful research oriented -Qualities manifesting self-respect and respect for others, discipline and patience and hard work -Confident, motivated, optimistic and hard worker/versatile
Self-Efficacy	Typical	<ul style="list-style-type: none"> -Resourceful and cooperative, responsible, sensitive, competent -Open minded, innovative, helpful, generous, not self-centered -Positive thinking and self-directed towards the achievement of the project -Assertiveness, open mindedness -Team member tall understanding of the nature and cultural practices in order to work in a highly-diversified workplace
Agreeable Disposition	Typical	<ul style="list-style-type: none"> -Cooperative, determine and considerate with others, determine to help others -Innovative, willing to introduce new ideas for the completion of the project -Organized, hardworking, confident, open minded

Table 3 Continued

Major Themes	Frequency	Core Ideas
Intrinsic Motivation	Typical	-Goal oriented, flexible and adaptive to different personalities and situations
		-Strive for excellence in the completion of the project
Self Determination	Typical	-Team player, thinker and participative
		-Hardworking, patient and humble, sincere
Commitment	Typical	-Knowledgeable, expect passion to do the work, helping attitude
		-It must give my best on doing my task
		-He/she must possess the eagerness and enthusiasm to learn and contribute for the best result of the project
		-Work dedication, competency and innovativeness
		-Open minded to changes and flexible and active in decision making
		-Can go extra miles, willing to extend available resources and willing to invest his time for the objective of the project
		-Burning desire to participate and excel
		-Dedication to work, perseverance despite odds, pursue to complete the project
		-Innovative, well prepared to commit for the completion of the project
		-Honesty, respect in all times, sincerity to the purpose of the activity
		-Commitment to excellence for the success of the project
		Honesty and engaged, one should think and speak anytime to deliver the best in completion of the project
		-Good interpersonal skills, service oriented
		-Considerate, understanding, knowledgeable, intelligent, hardworking/ perseverance

Table 3 Continued

Major Themes	Frequency	Core Ideas
Positive Mood and Attitude	Typical	-Inquisitive, familiar with the project timeline and cash flow
		-Contributes in the decision making, less complain and finger pointing
Self-Monitoring	Variant	-Initiate own ideas and project familiarization
		-Vigilant, assertive and punctual
Goal Regulation	Variant	-Should do what is assign to me and participate in the completion of the project
		- Know your role and have time management
		-Team member must be knowledgeable, committed, discipline and must follow what has been planned
		-Commitment and dedication to the project
		-Cooperative, must be productive, optimistic and flexible

Responses in this area mostly focused on the abilities, skills, and achievement as team player. In the theme, “prosocial disposition” the following are some of the salient responses:

“Qualities manifesting self-respect and respect for others, discipline, patience and hard work”

“Compassion, enthusiasm, resourceful and research oriented”

“He/she delivered the best of his/her capabilities without hesitation for the accomplishment of the objectives of the project”

“Cooperation, teamwork, commitment and interpersonal relations”

On self-efficacy, the following are the noted responses of the respondents:

“Confident, motivated, optimistic, hard worker and versatile”

“Resourceful and cooperative, responsible, sensitive and competent”

“Positive thinking and self-directed towards the achievement of the project”

“Assertive and open minded”

On agreeable disposition, the following responses are as follows:

“... understanding of the nature and cultural practices to work in a highly diversified work place”

“Cooperative, considerate and determine to help others”

“Innovative, willing to introduce new ideas for the completion of the project”

“Organized hardworking, confident and open minded”

“Goal oriented, flexible and adaptive to different personalities and situation”

Notable are was on open-mindedness, adaptability, and innovativeness that normally lead members to agree with one another in the organization.

In the theme of Intrinsic Motivation, the responses given by the respondents included:

“Strive for excellent completion of the project”

“Team players, thinker and participative”

“Knowledgeable, expect passion to do the work, helping attitude”

The key concepts that included excellence, team player, and thinker emphasized intrinsic motivation. Such concepts are considered essential in the personal motivation of individuals in the team and organization.

For the theme “self-determination”, eagerness, enthusiasm, dedication, open-mindedness are the essential concepts emphasized in the responses such as:

“He must possess the eagerness and enthusiasm to learn and contribute for the best result of the project”

“Work, dedication, competency and innovativeness”

“Open minded to changes & flexible when it comes to crises and active in decision making”

“Can go extra miles, willing to extend available resources and willing to invest his time for the objective of the project”

For the themes, “commitment”, “positive mood”, and “attitude”, there are responses that related to the concepts under the environment such as dedication, perseverance, honesty, respect, and commitment. Self-monitoring, goal regulation have variant responses for only very few respondents had responses along such themes. However, vigilant, punctual, assertive, and disciplined are notable concepts in these themes.

This study worked on a framework that identified various elements in the subsystems of motivation based on Haefner’s Fourth Theory of Motivation. The qualitative responses pointed to the various elements that supported the arguments of the author.

Adequate leadership and environment motivation queues in the system, lay the for groundwork for self-efficacy, positive mood and attitude, pro-social personality, commitment, and agreeableness. Thus, there is a need to sustain group members’ self-determination and self-efficacy motivation for goal regulation to become a national function (Haefner, 2011) and for efficacy to become collective. The qualitative responses of the professionals in the study typically pointed to the themes cited above. Self-efficacy is found to be nurtured in the environment queue where the work team ambiance allowed them to be themselves uncoerced.

Bandura, as cited by Kurt et al. (2012), defined collective efficacy as a group’s shared belief in its conjoint capabilities to organize and execute the courses of action required for producing given levels of attainment. The root of collective efficacy is self-efficacy. Bandura further identified four sources of efficacy expectations: mastery of experiences, physiological and emotional states, vicarious experiences, and social persuasion. Social persuasion in terms of feedback and specific help and encouragement can help create a supportive social environment, while the lack of feedback and criticism can create the unsupportive environment (Milner, 2002) as earlier cited.

The wild card in any social and organizational groups is the individual psychology of members (Haefner, 2011). The intertwine of various personality traits with the other elements in the organization affects motivation and

productivity of individuals. An organization with leadership that encourages a motivating work environment generates a motivated workforce.

Agreeableness, positive mood, and prosocial disposition are significant personality traits of the motivated workforce (Haefner, 2011). Hence, individual psychology of the members of the organization should be considered to sustain self-determination, commitment and self-efficacy, which are essential elements of motivation and productivity.

To summarize, the motivation system as indicated in the responses is on following subsystems: leadership characterized by *enabling formulation, intellectual stimulation, goal setting, participative decision-making* and *extrinsic motivation*; work environment, revolving around *interest alignment, shared norms, trust, natural work units, organization values and dynamics, high task interdependence and normative intrinsic*; and individual psychology with elements such as *prosocial disposition, self-efficacy, agreeable disposition, intrinsic motivation, self-determination, commitment, and positive mood and attitude*.

A fundamental rule in the fourth theory of motivation is that leadership has the responsibility to institute behaviors that become positive core values from which positive motivation may emerge. Leadership is the first and most important subsystem in systematic motivation. The other motivation subsystems are environment and individual psychology.

CONCLUSIONS

Apparently, the themes and core concepts generated in the study substantiated the three subsystems of the fourth theory of motivation. Leadership has the responsibility to encourage behaviors that become positive core values from which positive motivation may emerge. For organizations to have a committed workforce, they need to view on motivation as a system that emerges initially from leadership and leadership as subsystem in systemic motivation. However, to identify distinctness of each theory and subsystem, a scale should be developed for each subsystem, identifying the various elements

and further test the validity of the interaction between subsystems through factors analysis.

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