

Exercise Task

Following is a list of 12 factors that contribute to job satisfaction and motivation. To find out how important each factor is to you, select a number from 1 to 5 according to the following scale:

5	4	3	2	1
Very Important	Somewhat Important			Not Important
1. ____	An interesting job that I enjoy doing			
2. ____	A boss who treats everyone the same regardless of the circumstances			
3. ____	Getting praise and other recognition and appreciation for my work			
4. ____	A job that's routine without much change from day to day			
5. ____	Opportunity for advancement			
6. ____	A nice title regardless of pay			
7. ____	Job responsibility that gives me the freedom to do things my way			
8. ____	Good working conditions (e.g., safe environment, convenient cafeteria, etc.)			
9. ____	Opportunity to learn new things			
10. ____	Emphasis on following rules, regulations, procedures, and policies			
11. ____	A job that I can do well and succeed at			
12. ____	Job security; a job with one company			

Scoring

Next, the 12 factors are divided into two lists. For each factor, record the number (from 1 to 5) that you put in the blank before it. Then add up each column (each column score should be from 6 to 30 points):

Motivating factor	Maintenance factor
1. ____	2. ____
3. ____	4. ____
5. ____	6. ____
7. ____	8. ____
9. ____	10. ____
11. ____	12. ____
Totals ____	____

Which factors tend to be more important to you—internal (motivating) or external (maintenance)? *The closer your column score to a total of 30, the more important that factor is to you.*

Adapted from Robert N. Lussier and Christopher F. Achua, *Leadership Theory, Application, and Skill Development*, 4th ed. (Mason, OH: South-Western Cengage Learning, 2010), pp. 82–84.

Building Effective Decision-Making Skills

Exercise Overview

Decision-making skills refer to the ability to recognize and define problems and opportunities correctly and then to select an appropriate course of action for solving problems

or capitalizing on opportunities. This exercise allows you to build your decision-making skills while applying goal-setting theory to the task of planning your career.

Exercise Background

Lee Iacocca started his career at Ford in 1946 in an entry-level engineering job. By 1960 he was a vice president and in charge of the group that designed the Mustang, and 10 years later he was a president of the firm. After being fired from Ford in 1978, he became president at Chrysler and eventually rose to the CEO spot, a job he held until he retired in 1992. What's really remarkable about Iacocca's career arc—at least the upward trajectory—is the fact that he apparently had it all planned out, even before he finished college.

The story goes that, while he was still an undergraduate, Iacocca wrote out a list of all the positions that he'd like to

hold during his career. Number one was "engineer at an auto maker," followed by all the career steps that he planned to take until he was a CEO. He also included a timetable for his climb up the corporate ladder. Then he put his list on a three-by-five-inch card that he folded and stowed in his wallet, and we're told that every time he took out that card and looked at it, he gained fresh confidence and drive. He apparently reached the top several years ahead of schedule, but otherwise he followed his career path and timetable faithfully. As you can see, Iacocca used goal-setting theory to motivate himself, and there's no reason why you can't do the same.

Exercise Task

1. Consider the position that you'd like to hold at the peak of your career. It may be CEO, owner of a chain of clothing stores, partner in a law or accounting firm, or

president of a university. Then again, it may be something less lofty. Whatever it is, write it down.

2. Now describe a career path that will lead you toward that goal. It may help to work “backwards”—that is, starting with your final position and working backwards in time to some entry-level job. If you aren’t sure about the career path that will lead to your ultimate goal, do some research. Talk to someone in your selected career field, ask an instructor who teaches in it, or go online. The website of the American Institute of Certified Public Accountants, for example, has a section on “Career Resources,” which

includes information about career paths and position descriptions for accounting.

3. Write down each step in your path on a card or a sheet of paper.

4. If, like Lee Iacocca, you were to carry this piece of paper with you and refer to it often as you pursued your career goals, do you think it would help you achieve them? Why or why not?

Skill-Building Personal Assessment

Assessing Your Needs

Introduction: Needs are one factor that influences motivation. The following assessment surveys your judgments about some of your personal needs that might be partially shaping your motivation.

Instructions: Judge how descriptively accurate each of the following statements is about you. You may find making a decision difficult in some cases, but you should force yourself to make a choice. Record your answers next to each statement according to the following scale:

Rating Scale

- 5 Very descriptive of me
- 4 Fairly descriptive of me
- 3 Somewhat descriptive of me
- 2 Not very descriptive of me
- 1 Not descriptive of me at all

1. ____ I aspire to accomplish difficult tasks and maintain high standards and am willing to work toward distant goals.
2. ____ I enjoy being with friends and people in general and accept people readily.
3. ____ I am easily annoyed and am sometimes willing to hurt people to get my way.
4. ____ I try to break away from restraints or restrictions of any kind.
5. ____ I want to be the center of attention and enjoy having an audience.

6. ____ I speak freely and tend to act on the spur of the moment.
7. ____ I assist others whenever possible, giving sympathy and comfort to those in need.
8. ____ I believe in the saying that “there is a place for everything and everything should be in its place.” I dislike clutter.
9. ____ I express my opinions forcefully, enjoy the role of leader, and try to control my environment as much as I can.
10. ____ I want to understand many areas of knowledge and value synthesizing ideas and generalization.

After responding to the questions, reflect on the kinds of jobs and careers most and least likely to help you fulfill these needs.

Management At Work

Engaged to Be Motivated

“I don’t mind people throwing darts at higher ed, but it doesn’t have to take the blame for everything.”

—PHILIP D. GARDNER, DIRECTOR, MICHIGAN STATE UNIVERSITY COLLEGIATE EMPLOYMENT RESEARCH INSTITUTE

Fact 1: If you graduate from college, you’re more likely to get a full-time job than if you hadn’t. Fact 2: If you graduate from college, you’ll probably enjoy higher lifetime earnings than if you hadn’t. Fact 3: If you graduate from college, you’re less likely to be engaged in your work than if you hadn’t.

That’s right—less likely. To be fair, Fact 3 doesn’t reflect much of a difference: According to a Gallup survey released