

Motivations to Lead: A Core Leadership Dimension

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The field of leadership is enhanced by frameworks that address important topics relevant to practitioners. Within the context of leadership and individual differences, a framework is offered that integrates a number of perspectives found in the rather limited extant literature relating to motivation to lead. This framework focuses on three sources of motivation to lead that have been applied and studied in a variety of settings. Advancing a more practice oriented approach to the topic of motivation to lead is encouraged, and the application value and implications of this framework to practice, research and managerial leadership are provided.

INTRODUCTION

Motivation is a key topic in organizational psychology and organizational behavior (Robbins and Judge, 2014; Kanfer, 2012)). A variety of resources can be found to help understand and manage motivation in the workplace, ranging from conceptual frameworks to practical tools to enhance motivational levels (Ryan, 2012; Kanfer, Chen & Pritchard, 2008; Pritchard & Ashwood, 2008; Diefendoff & Chandler, 2011). Work motivation relates to an individual's direction, energy and persistence of effort toward an assignment, role, or project (Campbell & Pritchard, 1976; Kanfer, 1990; Robbins & Judge, 2014).

Based on many years of experience in a variety of settings, the author uses the following definition: "Motivations to lead" are key reasons a leader or aspiring leader assumes or aspires to assume a position of leadership.

Motivation impacts how leaders or aspiring leaders evaluate people and situations, and subsequently act, helping to answer the question "Why am I choosing to lead?"

A number of theoretical frameworks have proved useful in the study of work motivation including expectancy theory, job design, goal-setting and equity theory (Grant and Shin, 2012). The important work over the years in conceptualizing motivation and connecting motivational processes to work performance has advanced our understanding of motivation as well as enhanced workplace applications. (Kanfer, Chen and Pritchard, 2008; Ryan, 2012; Steel & Konig, 2006).

Zaccaro, Ely and Nelson (2008), however, point out that the majority of the conceptual frameworks of work motivation seldom directly address the important role that managerial leaders play in this key process.¹ Their observations underscore how organizational leadership impacts work motivation and why it is important to study the connection between leadership processes and workplace motivation. Managerial leaders likely impact phenomena such as motivation both positively and negatively across different organizational levels (De Church, Hiller, Murase, Doty & Salas, 2010). However, sparse

attention has been given to how managerial leaders impact motivation across different organizational levels.

Even more scarce is the systematic study of managerial leaders' motives for leading. In light of the significant impact managerial leaders have on work place motivation, it seems important to have useful frameworks to better understand managerial leaders' motivations to lead (Judge, Bono, Illies & Gerhardt, 2002; Judge & Illies, 2002). A managerial leader's motivations to lead influences how the leader sees and acts toward other people and manages situations. For instance, a leader with a self-centric motivation may tend to push short term results that might result in short term personal gain, while a leader motivated by the overall health and success of an organization might show concern for long term developmental needs of his or her people and overall growth of the organization. This article will focus on sources of leader motivations, offering a framework to support the practice, teaching and applied research of managerial leadership. This framework is embedded within a more comprehensive system of managerial leadership which has been studied, taught, and practiced by the author and colleagues over the past three decades.²

While the current article addresses sources of leader motivations, there are several other areas of interest relating to motivation to lead that are worthy of note. The study of the antecedents of a leader's motivations to lead, for example, has received some attention. A number of attributes seem to relate to a leader's motivations to lead including his/her personality, self-regulation, values, and past developmental experiences (Lord, Diefendorff, Schmidt, & Hall, 2010; Kanfer, 2012). The impact of a leader's motivations on his/her effectiveness, including the impact on his/her followers, is also an area that likely influences a leader's motivations to lead. The situational context in which a leader operates is another dimension which interacts with a leader's motivations to lead. Leaders' motives seem to interact with personal attributes and situational context to predict leader action and effectiveness (Luria & Berson, 2013; Hurtz & Donovan, 2000).

While it is beyond the scope of the present article to review the influence of context on motivation, it is important to note that managerial leaders, in particular, could benefit from practical frameworks and tools to help them better understand and manage the interrelationships between situational context and motivation. Managerial leadership effectiveness will likely be enhanced by frameworks and tools that help guide practitioners to better understand and manage their motivations to lead and the dynamics associated with situational context. There is a need to build upon the recent work to conceptually and operationally connect context and motivation (Meyer, Dalal, & Hermida, 2010; John, 2006; Meyer & Dalal, 2009) since motivation is indeed intricately connected to context (Kanfer, 2012).

The framework presented in this article revolves around three key reasons why managerial leaders are motivated to lead. After briefly reviewing some key considerations pertaining to individual differences, several streams of research relating to leader motivation to lead will be noted. With this discussion and presentation as a backdrop, a managerial leader's sources of motivations framework will be presented followed by some indications of the framework's application value and its implications for practice, applied research and teaching.

INDIVIDUAL DIFFERENCES

The scientific study of individual differences addressed by the field of differential psychology is dedicated to examining how an individual's uniqueness may impact behavior and performance (Chernyshenko, Stark & Drasgow, 2011; Antonakis, Day & Schyns, 2012). Traditionally, major individual difference dimensions have been grouped into clusters or factors. These often include areas such as personality, intelligence (cognitive abilities) and values. While the various domains have typically been studied in isolation, in practice they are interrelated (Rogelberg, 2007, Ackerman & Heggerstad, 1997).

Ryan and Sackett (2012) remind us of the work of Ackerman and Humphreys (1990) relating to ways to categorize individual differences. They distinguish between intraindividual differences (differences in a specific attribute or dimension over time within the same individual) and interindividual differences which relates to differences between individuals. These distinctions can help organizational psychologists

in practice and with their research. For example, training and development work concerns itself with changes within the individual over time, or intraindividual differences. In contrast, the study and practice of selection by organizational psychologists concentrates more on the interindividual differences (Ryan & Sackett, 2012). Interindividual differences are often aggregated for analytic purposes to generate data such as group norms.

In general, looking beyond interindividual differences has become more prominent in the study of individual differences (Foti & Hausenstein, 2007). Fleeson and Gallagher (2009) and Fleeson (2007; 2011), for example, have discovered substantial within-person variability in behavior relating to the facets of personality. Also, Judge, Simon, Hurst and Kelley (2014) support examining the intrapersonal aspects of individual differences finding that behavior at work demonstrates stability and variation within individuals. It seems that an individual's working self-concept or identity is embedded in a dynamic and multifaceted self-structure that likely contributes to behavioral variability (Anderson & Chen, 2002; Dinh & Lord, 2012; Walsh & Gordon, 2008).

Another emerging area of individual difference relating to the study of within-person variability is self-regulation and its dynamic relationship to motivation at work (Lord, Diefendorff, Schmidt & Hall, 2010). This work recognizes that self-regulation processes interact with the nature of motivation within individuals. This move to look beyond just the stable differences between individuals (interindividual differences) and more closely examine the within-person self-regulatory motivational dynamics, holds promise for practitioners and applied researchers wanting to better understand and impact motivational related self-regulatory processes at work. This promise is buoyed by the review of Dalal & Hulin (2008) who indicate that many variables traditionally studied in the field of motivation have substantial within-person variability which impacts performance. It is possible that this within-person variability indicates that individuals actively engage in internally generated self-regulatory processes in response to changes in externally induced circumstances (Lord, Diefendorff, Schmidt & Hall, 2010).

Increasingly, the author's consultations with organizational leaders, teaching of leadership to executive MBA students, and applied research relating to leadership effectiveness, helps underscore the notion of intrapersonal individual differences especially as it relates to the capacity of a leader to demonstrate appropriate levels of flexibility across diverse situations. A helpful window into this leadership resource relating to flexibility would be to better understand a leader's variability along important and relevant individual difference domains such as personality, self-regulation, and values. Looking at within-leader response variability would likely further contribute to our understanding of individual differences and leadership as well as add to the growing evidence that individual differences influence leadership effectiveness (Hoffman, Woehr, Maldagen-Youngjohn & Lyons, 2011). This is in contrast to organizational psychology's past research focus that has considered intraindividual individual variability to be reflective of situational error rather than be a rich source of meaningful information (Ryan & Sackett, 2012).

MOTIVATION TO LEAD

As far back as Allport's work (1924), attributes associated with leadership motivation have been examined. Gordon Allport and his colleagues specified leader traits such as dominance, zeal and drive. Others, over the years, have also associated motivational factors such as drive, achievement and persistence to managerial leadership. Kirkpatrick and Locke (1991) in a seminal paper summarize the research on traits that distinguish leaders from non-leaders and identify six key attributes. Drive (relating to achievement, motivation, ambition, energy, tenacity and initiative) along with leadership motivation (the desire to lead but not to seek leadership positions for power alone) were the two attributes most relevant to the topic of motivational variables associated with managerial leadership.

More recently, there has been a focus on motivation to lead as a key attribute and individual difference among managerial leaders (Chan & Drasgow, 2001; Kark & Van Dijk, 2007; Waldman, Galvin & Walumbwa, 2012). Chan & Drasgow (2001) divide leaders' motivation to lead into three categories. They state that leaders lead because of an inner desire for leadership (affective motivation), a felt

commitment to lead (social-normative motivation), or for reasons beyond self-interest (noncalculative motivation). Related research on motivation to lead has shown that this individual difference attribute is relevant to discerning leadership potential as well as predicting managerial leadership performance (Luria & Berson, 2013; Van Iddekinge, Ferris & Heffner 2009; Armit, Lisak, Popper, & Gal 2007).

Judge and Long (2012) also review some relevant conceptual frameworks relating to leader motives for leading. In particular, they discuss the socioanalytic approach posited by Hogan and Shelton (1998). Three motives for leading emerge from this theory, the personal motivations to get along, to get ahead, and to find meaning. The motivations to get along, get ahead and find meaning have also been associated with personality which, as noted earlier, is a major individual difference factor.

Leonard, Beauvais and Scholl (1999) conceptualized a typology of sources of motivation while Barbuto and Scholl (1998) operationalized this framework for research by developing a rating scale. Subsequently, Ryan (2011) worked to modify and improve the scale originally operationalized by Barbuto and Scholl (1998) which was called the Motivation Sources Inventory. While the typology formulated by Leonard, Beauvais and Scholl (1999) provided for an integrated perspective of motivational concepts in organizational settings, it has not been widely applied (Muller, Alliaia & Benninghoff, 2009). Ryan (2011) points out that explanations for the typology's limited application may include constraints caused by the difficulty in practically measuring the concepts offered in the theory as well as by the theory's limited application to the workplace. The five sources of motivation contained in the typology and measured by the Motivation Sources Inventory include intrinsic process, instrumental, external self-concept-based, internal self-concept-based and goal internalization.

The author has connected his executive coaching work, teaching and research to the motivation-to-lead literature and to Wrzesniewski (2012; 1997) research relating to work orientation. Wrzesniewski and her colleagues described three work orientations. First, a **job orientation** to work connects most strongly with individuals who work primarily because they "have to". These individuals are motivated by tangible benefits such as salary, bonuses and benefits. Second, people motivated by a **career orientation** tend to be motivated by tangible benefits as well as factors such as advancement, social status, and influence. Work is seen as a springboard and vehicle for them to get ahead. (This work orientation shares common ground with the leader motive to get ahead as previously described in association with socioanalytic approach.) Third, a **calling orientation** finds individuals being passionate and valuing what they do beyond self-interests associated with tangible benefits and career advancement. Individuals with a calling orientation believe, for example, that they are enhancing well-being and quality of life. Caza and Wrzesniewski (2013), report that people possessing a calling orientation seem to have higher job satisfaction and teams populated with such individuals tend to outperform others. Evidence also indicates that individuals with a calling orientation are more motivated and display increased organizational commitment (Elangovan, Pinder & McLean, 2009).

Interestingly, Wrzesniewski (1997; 2012) reports evidence to suggest that motivation in workplace settings can be classified into these three work orientations. In addition, there is some speculation that people in work organizations may be equally distributed across the three work orientations of job, career and calling.

As the above discussion reveals, there is considerable conceptualizing and examining of why leaders and others do what they do. While this work is interesting and can advance our understanding of a leader's motivation to lead, practitioners serving on the organizational firing line could benefit from having frameworks which will help them better identify, understand and perhaps manage their motivations to lead which, in turn, can help the practitioner become a more effective leader. It is important that these frameworks have face validity for managerial leaders, are described in practitioner friendly ways, and credibly link to evidence-based practice and/or research.

MOTIVATIONS TO LEAD FRAMEWORK

Many key talent management decisions could benefit from having a practical way to look at the motives of the individual under review. This is especially relevant and important when it comes to the

topic of managerial leadership. Since leaders and their motives for leading have a substantial impact on others it seems valuable for organizational decision makers and leaders to systematically address the individual difference attribute of motivation to lead.

A practice oriented framework that addresses sources of motivations to lead may likely enhance organizational decision makers' effectiveness when selecting, promoting and developing leaders. The author and his colleagues utilize a set of criteria when developing and applying frameworks and tools to enhance leadership excellence and organizational effectiveness (Kerns, 2014). The criteria used in formulating practice-oriented frameworks such as the one offered in this article include:

- Adds value to an organization
- Face validity for practitioners
- Relevant to practitioners' daily work
- Evidence based in practice and/or research
- Practical to implement in an organizational operating environment
- Coachable/teachable

With the above criteria as guideposts, the author has also developed, as previously noted, an integrated managerial leadership system. Embedded in this system is a motivations to lead framework which focuses on three major categories of leader motives as shown in Table 1. This sources of motivation to lead framework has been applied in many settings including work organizations, executive education classrooms, and applied research projects. The model draws from and is conceptually tied to the relevant literature including the work previously noted. The framework is practitioner friendly and conceptually connected to the study of motivation-to-lead and work orientations.

In this framework, as depicted in Table 1, there are three major categories of managerial leader motivations to lead which are self-interests, career considerations, and higher-purposes. Each of the three motivational reasons to lead are briefly reviewed next.³

TABLE I
SOURCES OF MOTIVATION TO LEAD

Major Category	Definition	Example Motives
Self - Interests	Being motivated by tangible benefits and things that are personally beneficial to the leader.	<ul style="list-style-type: none"> • Salary • Bonuses • Work schedule • Fringe benefits • Personalized power and prestige
Career Considerations	Being motivated by career advancement and success, whether inside or outside one's current organization.	<ul style="list-style-type: none"> • Promotion • Career track advancement and strategies • Stepping Stone • Visibility/Exposure • Socialized power
Higher – Purposes	Being motivated by transcendent reasons that go beyond self-interests and career considerations.	<ul style="list-style-type: none"> • Well-being • Social responsibility • Growth and health of the organization • Generativity • Virtuousness

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Self-Interest

Self-interested leaders are motivated to lead by the tangible benefits that a position may offer, such as money and fringe benefits. The reasons associated with this category primarily benefit the leader and his/her interests. For example, his/her desire for power and influence is driven by a personal need rather a more socialized motive to see the collective achieve.

Career Considerations

Leaders motivated to lead as a way to advance their careers and enhance their career success fall into this category. From this perspective, leadership positions can be seen as stepping stones or building blocks for future career opportunities. These career incentives can be focused on advancement within one's current organization and/or toward an opportunity outside one's current employment.

Higher-Purposes

When leaders are motivated to lead beyond self-interests and career considerations, they are likely finding transcendent reasons to lead, looking beyond themselves to find reasons to lead. For example, the recent emphasis on well-being by the Gallup Organization (Rath & Harter, 2010) and others, including the author and his colleagues, has brought well-being to prominence as a higher-purpose reason for wanting to lead (see Kerns, 2013, 2014 as example applications relating to enhancing well-being).

Each source of motivation to lead is both subjective and unique. Over many years of practice and study, the author and his colleagues have been asking five key questions to practicing leaders in an effort to determine various motivations to lead and the impact different motivations may have on managerial leadership. The areas of questioning and the specific questions asked of managerial leaders include:

- Frequency of use – How frequently are you motivated by self-interests, career considerations and/or higher-purpose(s)?
- Effectiveness – How is your effectiveness impacted by your frequency of use profile across the three major sources of motivations to lead?
- Importance – How important are each of the three major sources of motivations to lead to your success as a leader?
- Relevance – Are these categories of sources of motivation to lead relevant to your success in your leadership role?
- Challenge – How challenging is it for you to manage each of the three sources of motivation to lead?

The above process is in keeping with Locke and Cooper's (2000) assertion that qualitative data obtained from a variety of available sources, including interviews with structured questioning, field observations, and other less quantitative methods of inquiry can legitimize an approach that is based on the integration of real-world facts.

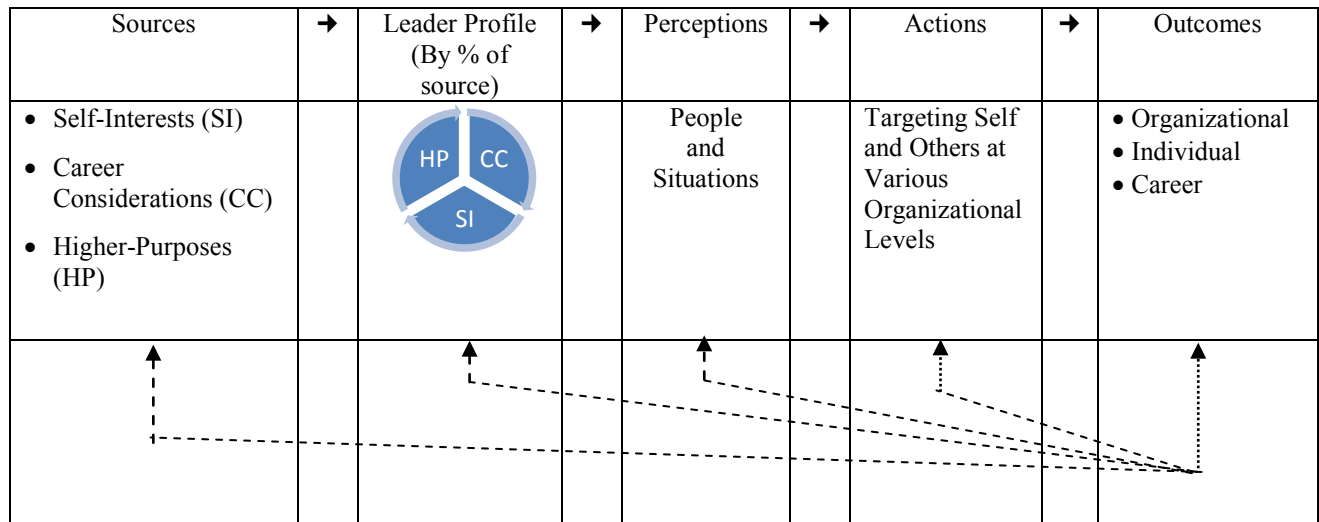
Significant opportunities exist for practitioners, researchers and teachers to draw upon what is known and evolving about managerial leaders' motivations to lead. The conceptual framework offered here extends this knowledge by building upon observations and experience gathered by the author in over thirty years of working with a broad range of managerial leaders across industries. Based on this current and past field work that addresses the areas of questioning noted earlier, the author has made the following observations about motivations to lead:

1. Managerial leaders appear to find their motivation to lead to be a relevant and important topic.
2. It is unclear whether any one of the three major motivations are more challenging to manage than the others.
3. It seems likely that managerial leaders are motivated by all three major categories.
4. The proportionality and intensity of each of the three major sources of motivation seem to vary within and between managerial leaders. This observation is aligned with the previously discussed literature relating to leadership and individual differences.

5. The challenge for managerial leaders in terms of managing their motivations to lead is in striking an appropriate balance among the three categories.
6. The language and behavior expressed by leaders in situations seem to be influenced by their sources of motivation or why they are choosing to lead.
7. Managerial leaders who are primarily motivated by self-interests seem more prone to derailment. This seems especially true when a leader experiences performance issues/problems. This observation is in keeping with the extensive literature on executive derailment (Gentry & Chappelow, 2009; McCall & Lombardo, 1993; Hogan, Hogan & Kaiser, 2011).
8. There seems to be greater career longevity in leadership positions when incumbents demonstrate higher-purpose as a source of their motivations to lead.
9. Managerial leaders who are driven predominately by career considerations may likely shape overly tense and competitive operating environments that may negatively impact team performance. This observation is connected to the study of meaningfulness at work that looks at high-purpose sources of motivation (Morrison, Burker, & Greene, 2007; Kerns, 2013).
10. The expression of a leader's source of motivation appears to interact with the strength of situations he/she encounters. Situations allowing for significant discretion seem to be more conducive to expressing a leader's authentic/true sources of motivation. (This observation is aligned with the recent research on situational context offered by Kanfer (2012), Dalal & Hulin (2008) and Johns (2006). Sources of an individual leader's motivation do indeed seem to interact with situational context in dynamic ways.)

Based on the above observations gleaned from field work and studying the topic of sources of leader motivations to lead, a practice oriented framework is offered in Figure 1.

FIGURE 1
PRACTICE-ORIENTED MOTIVATIONS TO LEAD FRAMEWORK



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Practitioners are in need of frameworks and tools that conform to a set of useful criteria (such as the previously noted guidelines) to help them improve their effectiveness. To this end, the author uses the framework depicted in Figure 1 in his consulting, teaching and applied research relating to a managerial leader's sources of motivations to lead. The three major sources of motivation to lead can be configured to form a sources of motivation to lead pie chart (expressed proportionately) or individual leader profile. The individual leader, in turn, based on his/her sources of motivation to lead profile or pie chart

composition perceives people and situations from his/her motivational perspective. These perceptions influence the actions that are taken which may range from personal change to organizational change efforts. Ultimately a leader's unique sources of motivation to lead profile will contribute to outcomes. Outcomes can be measured in terms of organizational, individual and career effectiveness. (In the author's work, these three outcomes are not necessarily correlated. For example, a highly ambitious achievement oriented leader may rapidly advance his/her career by linking with many people and entities outside his/her current organization while his/her within organizational and individual effectiveness suffers.)

A key potential opportunity for leader growth and development is depicted by the dotted line in Figure 1 running from outcomes/effectiveness to the leader's sources of motivations to lead profile. Through executive coaching, mentoring or personal reflection, a leader may choose to adjust his/her motivations for leading. The author has seen this feedback loop significantly change an individual leader's perspective on what is motivating him/her to lead. There may also be a developmental aspect for a leader's shift, especially for reasons relating to higher purpose as he/she advances in his/her career (Bughenhagen & Barbuto, 2012; Gottfried, Gottfried, Reichard, Guerin, Oliver & Riggio, 2011; Kooiz, De Lange, Jansen & Dikkers, 2008; Day, 2011; Kanfer & Ackerman, 2004).

The above observations and discussion underscore the need for practitioners to have conceptually useful frameworks and tools to help them better understand, affirm and optimally manage their sources of motivations to lead. Asking the right questions with a practice oriented framework in hand can help leadership practitioners perhaps gain greater awareness and balance with respect to their individual motivations to lead profile. In turn, researchers as well as teachers of leadership can benefit from the development and sharing of practice oriented frameworks such as the one offered here that address the topic of motivations to lead.

APPLICATION VALUE AND IMPLICATIONS

This work relating to the sources of leader motivations to lead has application value and implications for practitioners, researchers and teachers. All three groups are contributors to helping emerging leaders and/or practicing leaders to grow and develop. Practitioners especially can benefit from having practical frameworks and tools to help them better understand and manage their motivations to lead. The application value and implications of the current work across practice, research and teaching domains follows.

Practice Domain

Using the sources of motivations to lead conceptual framework described above as a reference point may help further facilitate discussion on ways to help managerial leaders better understand their motivations to lead. In exchanges with my consulting and executive coaching clients, this framework has served as a practical springboard for productive conversations relating to individual sources of motivations to lead profile. Useful insights have been gleaned about the frequency, intensity and impact of each motive in the leader's profile on his/her effectiveness as a leader.

An especially helpful way to apply the framework has been to ask a leader how they would distribute a 100 points across the three major sources of motivations to lead as a way to express proportionality. This application typically helps define the individual leader's profile as depicted earlier in Figure 1. They are also asked to use the same process indicating their bosses' usage of the three major motives. This process leads to discussions about the impact of their motivations to lead. Managerial leaders can also utilize this framework to facilitate self-reflection and assessment on each of the three major sources of motivations to lead. This self-reflection and assessment is often advanced by using the five questions offered earlier to help further facilitate their thinking.

These five questions have also been used with executive teams to help them better understand individual and team sources of motivation. One outcome of this action learning process is that teams seem to develop a better understanding of their individual and collective sources of motivations to lead profile

(Marquardt, 2004). Perhaps more importantly these executive management teams in many cases begin to connect and align higher purpose sources of motivation with their organization's mission. This particular process captures the connection between individual and collective/team identity to help foster the alignment of sources of motivation to lead with an organization's mission (Day & Harrison, 2007; De Church, Hiller, Murase, Doty, & Salas, 2010).

The framework offered here has also proven to be useful in helping to select individuals for various leadership positions. Specifically, in the context of a selection interviewing process candidates have been asked to divide a circle into three sections which reflect the sources of his/her motivations to lead. This activity yields the candidates sources of motivations to lead profile. Based on this depiction candidates are asked open ended questions designed to assess their motivations to lead. Open-ended questions such as, "Tell me more about how your profile reflects your reasons for leading?" or "If you were going to change your profile as depicted in the pie chart, what changes would you make and why based on your experience?", are frequently used to ascertain a better understanding of why an individual is choosing to lead. This application of the framework has proven to be very revealing of a candidate's reasons for leading or wanting to lead.

In addition, the above described application has been effective in the context of leader development. In these instances a leader's subordinates are asked to draw their bosses' sources of motivation to lead profile. This activity has proven to be a valuable source of feedback to a leader especially when connections are made between these observations and his/her effectiveness.

Research Domain

While this article is targeted for practicing managerial leaders with the hope of helping them consider and better understand their sources of motivations to lead, several topics seem to be appropriate candidates for additional research in this practice area. It would be of interest to further examine the relationship of the three sources of motivation to lead with employee perceptions of "good" and "bad" bosses (Schyns & Schillings, 2013). Also, more rigorously evaluating the five questions presented earlier would help shed light on the frequency, effectiveness, importance, relevance and challenge level that each of the three major motives holds for managerial leaders. The author and colleagues are currently collecting data from C-Level executives to shed light on this area. In addition, a more detailed analysis and indexing of the specific managerial leadership behaviors associated with each of the three major sources of motivations to lead would be instructive. Within the context of the presented framework, it seems that each motive likely reflects certain behavioral patterns. Furthermore, investigating the multi-level alignment of leaders' motivation to lead across an organizational structure would be useful. A better understanding of the dynamics within and among organizational levels as they relate to motivations to lead would be helpful. This work would help support research efforts to further examine topics such as motivation to lead across multiple organizational levels (Zaccaro, Ely, & Nelson, 2008; Mathieu & Chen, 2011).

The empirical evaluation of the impacts of sources of motivation to lead on managerial leader effectiveness, career success and organizational effectiveness would also be important to know. It would be, for example, of interest to learn which managerial leader motivations to lead profile seems to have the most significant impact on key outcomes measures. It would appear that some balance of the sources of motivation is needed to enhance effectiveness. The optimal composition of the sources may depend on the developmental stage that an individual leader is at in his/her career (Day & Sin, 2011).

The conceptual framework offered here could be strengthened by empirical examination and exploration to identify additional characteristics of leaders associated with each major motive category. A better understanding of these dynamics of motivation to lead would be helpful. Knowing which of the three motives contained in the current framework, for example, most significantly influences organizational well-being could help us better guide managerial leaders in their management of their motivations to lead. The work to quantify and measure sources of motivation can also be extended to the measurement of managerial leader motivations to lead. There is a need to build upon the existing work and integrate practice oriented frameworks into the design and development of these assessment tools to

benefit practitioners. The work of Ryan (2011), Ryan (2010) and Barbuto and Xu (2006) should be extended to help develop reliable and valid ways to measure a leader's motivations in general as well as to specifically help assess an individual leader's sources of motivation to lead. This would especially help in providing practitioners with more evidenced based tools when, for example, selecting and developing leaders.

Finally, further examination of the major categories of sources of leader motivation offered here as well as looking beyond these three sources would likely advance our knowledge and understanding of motivations to lead. These efforts would help extend the current work's intent to provide practitioners with categories of sources of motivation that have face validity, connect to research and/or practice and are practical to implement in organizational operating environments. Using practitioner friendly language to describe managerial leaders' motivations to lead will also enhance the application value of these applied research efforts.

Teaching Domain

The teaching of leadership could benefit from having practical frameworks and tools to offer emerging leaders as well as seasoned leaders looking to enhance their effectiveness. Walman, Galvin & Walumbwa (2012), for example, have shown that students can hone their motivation to lead through performance modeling in a classroom setting. The author has also imported some of the applications conducted in organizational settings as previously noted into the classroom with executive MBA students.

Experiential exercises, in particular, have been used by the author to help executive students better understand and apply sources of motivations to lead to themselves and others. This process often includes having them identify which of the three major motives drive their motivation to lead. They are then asked in small groups to discuss the impact their motivation to lead profile is having on the people they lead at work and their fellow executive MBA students. Revealing discussions often ensue and range from disclosures and reflections about how balanced an individual's motivation to lead profile is to what impact his/her motivations are having on others and their own effectiveness. Typically, effectiveness relating to a students' career, individual performance at work and their impact on organizational outcomes is discussed.

In leveraging the work of Clemmons and Fields (2011), the author has also found that helping students connect their values profile to their sources of motivation to lead advances their understanding of themselves in relationship to their motivations to lead (Schwartz & Boehnke, 2004). This type of research when imported into the business school classroom in relevant and applied ways adds credibility to experiential exercises. In this case, connecting students' values to their sources of motivations to lead helps them more fully understand the conceptual framework offered here and other potential key determinants of the three motives contained in the model. This application relating to motivations to lead and values helps extend the work of Clemmons and Fields (2011) into the leadership classroom setting.

One of the most impactful ways to bring the conceptual model that is offered here alive for students is to have successful executives present the model to students and share how he/she has used it to better understand their motivations to lead. Students have responded favorably to these experiences and seem especially impacted when seasoned executives disclose how their sources of motivations to lead have changed over the course of their careers. Frequently, the changes reported by experienced executive leaders are in the direction of increasing the amount of weight they attribute to higher-purpose motivations. It may be that more transcendent reasons for leading evolve and potentially become more prominent over the course of one's career. These classroom lessons regarding executive disclosures relating to shifts in their motivations to lead are supportive of the research previously noted which connects a leader's developmental journey to motivations to lead later in life (e.g. Gottfried, Gottfried, Reichard, Guerin, Oliver & Riggio, 2011). Finally, having executives share their experiences in applying the practice oriented motivations to lead framework underscores the power of positive performance role modeling as a leadership teaching tool (Bandura, 1986).

SUMMARY STATEMENT

Managerial leader sources of motivations to lead represent an important dimension in the study and practice of managerial leadership. Over the years motivation has been applied to leadership studies in a variety of ways. A broad array of leader motives have been offered with the individual difference attribute of motivation-to-lead receiving recent attention. To help advance the effort to provide practitioners with a practical way to conceptualize and understand managerial leadership motivations to lead, a practice oriented conceptual framework was offered which focused on three major sources of motivation.

Practitioners, applied researchers and teachers of leadership are encouraged to adapt this framework to their work. Scholar-practitioners are especially encouraged to utilize this framework to enhance the study and understanding of motivations to lead in applied settings. It is hoped that the application value and implications of this framework will help simulate additional work in this area. Given the impact that managerial leaders have on organizational outcomes, including their people's well-being, it seems important to help practitioners help themselves better understand and perhaps manage their individual sources of motivations to lead. This work may help contribute to enhancing positive outcomes for leaders and the organizations in which they serve.

ENDNOTES

1. A debate comparing and contrasting management and leadership has occurred over more than thirty years. In this article the term managerial leadership is used as a synonym for management and/or leadership.
2. This system of managerial leadership strives to provide practitioners, applied researchers and teachers with an integrated approach to viewing and understanding leadership. The system brings together several streams of leadership study and research that have been offered over the past 100 years. A core dimension in this model relates to a leader's motivations to lead. As part of this dimension a better understanding of managerial leader sources of motivation can help advance the practice, study and teaching of leadership which is the focus on the current article. It is beyond the scope of the current presentation to review and discuss the other system dimensions.
3. For a more extensive review and discussion of the sources of motivation typology/theory and conceptual underpinnings refer to Leonard, N.H.; Beauvais, L.L. and Scholl, R.W. (1999). Work motivation: The incorporation of self-concept based practices. *Human Relations*, 52(8), 969-998; Ryan, J.C. (2011). Development of a measure of work motivation for a meta-theory of motivation. *Psychological Reports*, 108(3), 743-755. Barbuto, J.E. and Scholl, R.W. (1998). Motivation sources inventory: Development and validation of new scales to measure an integrative taxonomy of motivation. *Psychological Reports*, 82, 1011-1022; Chan, K.Y. and Drasgow, F. (2001). Toward a theory of individual differences and leadership: Understanding the motivation to lead. *Journal of Applied Psychology*, 86(3), 481-498.

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