Motivation in Student Organizations

An Honors Thesis (ID 479)

by

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I. INTRODUCTION

Student organizations, both on the high school and university levels, are a fundamental part of the education of a young person. In many cases, the skills to be learned from involvement with educators and peers through co-curricular and extra-curricular activities can be even more valuable than the standard knowledge of facts to be gained in the classroom. The talents developed and the contacts made often have a longer-lasting effect on the student's development in life than any other in his/her educative experiences.

As the student assumes a role in an organization, whether it be as a leader or as a follower, the experiences he/she will encounter may be positive or negative. Of course, it is hoped that the experiences will be positive, but such is not always the case. A major factor contributing to a positive experience hinges simply on whether or not the student enjoys his/her involvement in the organization.

Making the experiences in a student organization enjoyable is a more difficult job than it may initially seem to be. Leaders of such groups may find that, although they personally enjoy their work in the organization, it is difficult to motivate their followers to also participate fully in the group. Followers, in turn, may fail to see their roles in the organization and may not understand how
they can become active participants.

The purpose of this thesis is to present the prominent theories in motivation and some various methods for leaders, whether or not they are students, to apply the many ideas in leading their own groups. The theories of several experts in the psychological field are presented, followed by a discussion of the need for motivation in today's organizations. The bulk of the paper is the result of comprehensive research into the many resources available on motivation. The ideas have been assimilated into a three-step process for leaders to use in motivating the members of their organization. The summary serves to highlight the major points of each step in the process and is intended for use as a ready reference for leaders experiencing difficulties in motivating their members. The bibliography includes a notation (*) by several books which leaders may want to read for further study into motivation.
II. THEORIES ON MOTIVATION

Extensive research has been done in the area of motivation. The majority of these studies have been conducted in the field of psychology. Many are then applied to the business world.

Several definitions of motivation arise from all the research. The Scott, Foresman Advanced Dictionary defines motivation as an "act or process of furnishing with an incentive or inducement to action." Virgil Rowland, the author of Managerial Performance Standards, defines it as "stimulating employees to excel in their work in the direction desired by the manager."
(Masterson and Mara, p.13)

Frederick Herzberg, along with his associates, conducted a study of motivation in 1966. Based on this study, he developed his motivation-hygiene theory of worker satisfaction and dissatisfaction. Herzberg has defined motivators as "...those job factors which when present to a positive degree, positively increase satisfaction from work and motivate toward superior effort and performance."
(Carnegie, p.203)

Herzberg maintained that the hygiene factors, such as salary, working conditions, and interpersonal relationships, are necessary for job satisfaction, but tend not to contribute to motivation. Factors such as achievement, recognition, responsibility, advancement, and the work...
itself are the real motivators on the job.
(Carnegie, p.203) Alfred Adler, a prominent psychiatrist, also had a theory along this line of thought. He believed that the primary needs of people were "...to be 'noticed,' to be 'significant,' to be 'contributers,' and 'to belong.'" (Losoncy, p.9)

The theory that seems to be referred to the most in discussions of motivation is that of Dr. Abraham H. Maslow. His definition of motivation deals with internal motives which incite the individual to some kind of action. He claims to have combined the thoughts of many in his field, including Freud, Fromm, Horney, Jung, and Adler to form his own "holistic-dynamic theory". (Maslow, p.35) Maslow's famous "Hierarchy of Needs" categorizes five general drives in human beings. They are:

5. Need for Self-Actualization
4. Esteem Needs
3. Belongingness and Love Needs
2. Safety Needs
1. Physiological Needs

The physiological needs include the basics needed for survival such as food, warmth, shelter, and sleep. Once these needs have been met, they lose their urgency and are replaced by the need for safety and security, both emotionally and physically. Only after the lower two levels are fulfilled will the social needs for love and
belongingness come into play.

The physiological, safety, and belongingness and love needs are considered to be basic needs. If a person is lacking in any of the basic needs, he/she will be motivated by an internal need to reach that goal. Needs, according to Maslow, are hierarchical in that the lower needs will take precedence over any higher needs in importance. If a person is starving or freezing, his/her higher need for love is unimportant until he/she has found food and warmth to a satisfactory degree.

The advanced need for esteem will be a motivating factor after the first three levels are complete. In order to fulfill this esteem need, the person needs to have feelings of self-respect, personal worth, recognition, and status.

The four lower levels are considered to be deficit needs in that they are only motivating factors when absent. Self-actualization is the only growth need. A person entering this last level of needs is striving to reach his/her potential and to integrate his/her skills and abilities in achieving some goal. He/she wants to feel that his/her accomplishments are worthwhile. The self-actualized person also needs more freedom for autonomy and creativity.

The various theories on motivation can be helpful for leaders trying to learn ways to motivate others in their organization. Familiarity with the modern studies can provide a groundwork for leaders to use in motivating their members.
III. THE NEED FOR MOTIVATION

A publication by the American Management Association, entitled *Motivating the Underperformer*, states that "The general opinion among managers today is that the ability to motivate people is one of the most important qualifications of a person in a position of administrative leadership." (Masterson and Mara, p.1)

Motivation in student organizations is very similar to the motivation needed by a business manager to encourage his employees. Conveying a sense of belonging, worth, and trust from the leader to the members of an organization can be even more difficult than it is for managers in business; a student organization offers no direct monetary reward to its members, and there seems to be no real deterrent to keep the volunteers from leaving at will. However, even though managers have the advantage of salaries to help sustain workers' efforts, a salary is not actually much of a motivating factor. While it may keep the employee from actually quitting the job for the time being, the salary alone will do little to inspire him/her to do the job to the limit of his/her potential.

This idea seems to be stated best in Eugene Benge and John Hickey's book, *Morale and Motivation*. In it, they explain that "job satisfiers" include benefits such as salary, job security, company policies, and working conditions. These factors are very important in recruiting
and maintaining high caliber employees, but by themselves, they do not promote productivity. It has been found, for example, that a raise in salary will increase productivity for only a short period of time.

The real motivators on the job are those factors that result in increased productivity such as the feelings a worker has about his/her job. An employee who feels that the work is valuable will also feel that he/she has value. There is great satisfaction in improvement and in doing a challenging job well. A worker can be self-motivated when he/she feels responsible for some significant results and thinks he/she may be noticed for his/her efforts. Factors such as these are the real motivators to a worker on the job. (Benge and Hickey, p.83)

A highly motivated work force is an asset to any organization. Considerable responsibility for motivating the group rests on the shoulders of the leader. It is up to the leader to help provide an environment encouraging the group to perform at its maximum potential toward the collective goals. A high level of morale will aid the organization in many ways. (Masterson and Mara, p.83)

When individuals are participating adequately, the results will benefit both the organization and the individual. Decisions and actions of the group will be enriched by the combined knowledge, insight, and imagination of many different people. It is more likely, then, that the outcome of the plans and actions will meet the varied
needs of the people involved and will fit the unique features of the situation when there is broad involvement within the group. The individuals will also be more concerned and more interested in their activities because they have played a part in making the decisions. 

(Leadership Pamphlet #2, p.41-42)

For all the books on leadership, a surprisingly large number include no discussion of motivation. The endless pages on what makes a leader, who is a leader, and how to be a leader may be useless to the leader who is unable to turn his/her apathetic group into a constructive one. A truly effective leader also needs to know how to instill in members his/her own drive and enthusiasm.

A small informal survey of student leaders at Ball State University revealed some very similar concerns in the various organizations which they represented. When asked to name the biggest problem they faced in their position, the majority cited student involvement, apathy, participation, or maintaining student interest. These all point to a motivation concern on the part of the student leaders and were brought up by the leaders even before the actual subject of the survey was mentioned.

The motivation problems experienced in these organizations had a two-fold effect: they hindered the progress of the organization by bringing down the morale of the group and by limiting the number of activities that the group could undertake. The organizations were forced to cut
back on their new ideas since there was insufficient help from the members to implement them.

In addition, the morale problems had a negative effect upon the leaders themselves. Apathy tends to be contagious, and the leaders complained that the motivation problems discouraged and "dragged" on the leaders, causing them to become negative and apathetic about their positions. Most of these leaders were already busy people, and becoming overburdened with work, they were finding themselves "burned-out." Planning programs was disappointing when it was likely that there would be limited response.

Several of these Ball State leaders commented that the problems encountered in their position were accepted as being a necessary part of the job. While the problems may be disturbing at times, "you just carry on." One stated that the extra burden was accepted because "someone has to do it if things are to get done."

In contrast to the complaints of the leaders, Lewis Losoncy, in his book, The Motivating Leader, listed the responses of people to the question, "What were some of the characteristics of the most discouraging leader you experienced?" A few samples are included here exactly as they were given:

Close-minded
Talked down
Never satisfied
Never listened
No time for you
Didn’t trust you
Gave only negative feedback
Had double standards
Stole ideas
Put your ideas down
Took on all the responsibilities. You felt like you were unimportant. (Losoncy, p.9)

These complaints seem to be common ones and prove to be very similar to the results of other surveys of this nature.

Despite the drawbacks that can be found in any organization, people keep joining and volunteering their efforts. The reasons for their persistence are as different as the individuals themselves, but several reasons seem to be common. Very simple reasons may include a desire to take part in an enjoyable activity, or the expectation of social benefits and possible rewards. These benefits and rewards may be tangible, as in money or promotion, or they may be long-range goals involving the experience and knowledge to be gained from association with the organization. Some may simply be trying to relieve boredom and to actively utilize their free time.

A closer look at the motivation theories, such as Maslow’s hierarchy, can reveal deeper needs for recognition, status, a sense of security, or a feeling of being needed and useful. Some volunteers may be trying to fight feelings of loneliness or may have a desire to help others.
The experiences to be found in a student organization need not be negative for the leaders or for the members involved. Many of the complaints about the leaders of organizations may be the result of entirely inadvertent actions or unintentional mistakes on the part of the leader. Simple guidelines can help the leaders of organizations to successfully motivate their members. A productive environment will accomplish more of the group goals and make the entire experience more pleasurable for all involved.
IV. HOW TO MOTIVATE

The various ideas on motivating people found in management and leadership books tend to be similar. Each version has its own ideas and methods, but the suggestions seem to fall into three general categories.

A. KNOW THE PERSON

The first of these categories involves learning about the person to be motivated. Before the leader can expect to motivate an individual, he/she must understand some of the intricacies of that person. One of the leadership pamphlets published by the Adult Education Association of the U.S.A., entitled Working with Volunteers, summarizes the requirements for a good working relationship: "To work successfully with volunteers, certain qualities are vital: warmth, thoughtfulness, sensitivity, an interest in and concern for people, the ability to identify with them, a genuine respect for their skills and their strengths."

(Leadership Pamphlet #10, p.5)

Robert Conklin's book, How to Get People to do Things, contains suggestions for managers, leaders, salesmen, and others. He centers his book on one idea:

"To the degree you give others what they need, they will give you what you need."

(Conklin, p.7)
Conklin's point is that "others" tend to like and work well with people who like and work well with them. If a leader will help someone else reach his/her goals, whether those goals be for respect, recognition, status, or whatever, that person will invariably help the leader in return. The idea may at first sound to be manipulative, but it need not be when correctly used.

A leader needs to be likable before he/she can expect others to want to follow him/her. A key to being likable or to being a friend is to take a genuine interest in the individual. The very first step in getting to know someone is to learn his/her name as quickly as possible. Most people enjoy hearing their name, and newcomers especially will appreciate the tiny bit of interest shown by a leader making the effort to remember names. In addition, if the individual mentions some course, problem, or other interest, the leader should take note of it, for this can be a subject to bring up at a later date for easy conversation. People appreciate being remembered, and it can mean even more from a person in a leadership position.

Leaders can also demonstrate their interest in the individuals by remembering them with a card or note on holidays or on birthdays. Contacts can also be made on the phone or through personal visits before and after meetings to emphasize the member's value. If a member misses a meeting with no warning, the leader should be sure to let that member know that he/she was missed.
It is not necessary for the leader to become a close friend of all his/her members, but the effort should be made to devote the time to know them on more than a purely superficial level. The leader may indeed find that he/she does not really like some of the members, but nonetheless, they must not be rejected nor neglected. (Frank, p.48) In *The One-Minute Manager*, authors Kenneth Blanchard and Spencer Johnson realize the improbability of always being able to work with the very best person but state that:

"Everyone is a potential winner
Some people are disguised as losers,
Don't let their appearances fool you."
(Blanchard and Johnson, p. 71)

Any little bit of interest shown demonstrates concern and caring on the leader's part. This helps to fulfill a member's need for esteem as he/she is being considered more as a significant individual, rather than as just a worker. However, anyone can sense interest that is solely for manipulative purposes. If the extra concern from the leader is not genuine, the effects will be worse than if no interest were taken in the person at all.

A step further than simply taking an interest in group members requires the leader to really get to know each person. Learning more about the persons can enable the leader to choose the best ways of involving them in the work of the group. The leader needs to know such things as each person's interests and talents, as well as their strengths and weaknesses.
In *How to Be a Modern Leader*, by Lawrence K. Frank, it is pointed out that two persons in a friendship do not primarily concern themselves with each other's failings or weaknesses; rather they consider each other's strengths and "potentialities." Their relationship becomes "...a happy and productive reciprocity." (Frank, p.48) The relationship between leader and member needs to have the same considerations. Early interest in the relationship can provide the leader with information for future reference. Knowledge about the person's strengths, weaknesses, and personal viewpoint on various subjects can guide the leader when searching for ways to involve that person. The leader can involve the member in areas that will utilize his/her particular talents and can avoid assigning tasks in an area that may make the member uncomfortable.

An excellent book by Lewis Losoncy, *The Motivating Leader*, wastes no time in stating that the first insight an encouraging leader has regarding people is that:

"People act out of the way they (not I) look at life. To motivate them I have to spend some time understanding their private logic." (Losoncy, p.25)

A leader must make every attempt to understand the member's "private logic" in order to make the organization and its goals interesting to him/her. The member's importance in the eyes of the organization is of little significance; in order for him/her to be motivated, this importance must be clear to the member.
As the leader works to develop a good relationship with the member, he/she also needs to help the member find a place in the group among the other members. This helps the him/her to meet the need for belongingness and will increase the chances of his/her wanting to return in the future. A simple way for the leader to serve this need is to make available tangible items such as membership cards or organization buttons. If the group can obtain a special discount for members at some place of business, this can also serve to highlight the members' belongingness.

New members can be made to feel welcome with a party thrown in their honor or by inviting them on a small outing with other members of the group to a movie or restaurant. It is not necessary to put the new member in the spotlight, but efforts need to be made to welcome and include him/her in the official and unofficial activities of the group.

As a special note for this section, it should be kept in mind that members are entitled to expect their leader to be fair; the leader should be very careful to avoid being partial or showing favoritism among the members. People tend to compare their treatment with that of others, and evidence of favoritism will be demoralizing to members.

B. INVOLVE THE PERSON

The second category of motivating methods deals with actually involving the person with a role in the
organization. A member will be reluctant to return if he/she is not taking an active part in helping the organization reach its goals.

A volunteer has done exactly what the word implies; he/she has offered his/her time and efforts to furthering the organization and would not be there if he/she did not want to take part. The leader needs to make this small effort worthwhile by rewarding the volunteer with a place in the group. Involving the person and giving him/her a reason for being a member will increase the chances of his/her staying a member. The leader should capitalize on the spark of interest and help it to grow into fiery enthusiasm. In this way, volunteer organizations may actually have an edge on businesses. Paid employees may indeed be working primarily for the money, but volunteers are present for the good of the organization.

While the level of interest is still high, the leader should delegate some of the responsibility for details to the member. The leader can use his/her new knowledge of the member's interests to choose an attainable task. Matching skills of members to their assignments is vital. The first efforts of the volunteer need to be simple enough to ensure success. If the member becomes too discouraged in his/her first attempts with the organization, the member may be reluctant to volunteer again. Some small projects with which a newcomer may find easy success include making telephone contacts for equipment or supplies, having posters
made for an upcoming event or activity, or writing a newspaper advertisement or release about the organization.

The member will appreciate having been asked for help and having been given a position of trust. While working on the task, the member will have a sense of direction and an opportunity for achievement. Having a goal, as well as the chance to achieve that goal, is a great motivator in itself. The task chosen needs to demonstrate the leader's trust and not be simply a job of little importance. The participation must enable the member to make a difference. Assigning a task involving only some minute part of the total effort may prevent the member from grasping the situation as a whole and will not truly involve him/her as a participant. (Leadership Pamphlet #2, p.47) If the leader feels the job being assigned may appear to be undesirable, he/she may want to also assign a cooperative older member to work on the same project. The idea is to let the newcomer know that he/she is not being assigned that particular task because no one else wants it.

The member must feel that he/she is being included as a part of the team. The sense of belonging to a team can make the member even more efficient and cooperative in his/her efforts to succeed. (Carnegie, p.196-197) Involving the member requires more than assigning a task. The leader must show how and why the particular task is important. If the usefulness is not readily apparent to the member, the leader needs to help the member understand why the job is
worthwhile. The member needs to know that the task will result in an important contribution to the group effort. The relationship between a small task and the total effort needs to be clear in order to maintain the volunteer’s interest.

Another key to maintaining the involvement is to keep the members informed on matters affecting them. This includes informing members about any developments in the organization, emphasizing the feeling of a team effort. The leader should let the members in on the plans so that each person will feel a part of the group; members need an accurate view of the situation before they can fully understand their part.

It is no accident that the leaders and officers of an organization tend to be the most motivated and involved members of the group. These people are usually the ones who have assumed major responsibility for the planning of the organization’s programs and consequently feel more concerned about the outcome of the project. Allowing more of the organization members to participate in the planning of an event will increase their desire to see it succeed. This idea is made even clearer in an analogy found in Planning Better Programs by the Adult Education Association:

"Should the fond father who happily brings home an electric train for his young son, and then insists on planning and setting up the track layout and dictating how and when the train shall be run, be surprised if his son becomes apathetic about the train?"
(Leadership Pamphlet #2, p.42)
Allowing members to take part in making the decisions that will affect them increases their interest. A book aimed primarily at business organizations, Further Up the Organization, by Robert Townsend, states that "Workers should own company stock." (Townsend, p.246) Townsend's logic is the same as that previously stated in that workers will perform better if they personally have something at stake.

People will carry out best their own decisions, so members should be given many opportunities to make and act on their own ideas and decisions. A member can work to fill his/her need for autonomy when allowed to make as many decisions as possible. Although the leader needs to provide clear, explicit instructions regarding the job to be done, this must be balanced with a fair amount of leeway to allow the member to use his/her own skills in solving the problem. The leader's knowledge of the member will help dictate the amount of autonomy to allow; a few people may actually prefer a more structured environment. In time, the leader may want to encourage the person to take more of the responsibility.

Special care needs to be taken when dealing with the more experienced members. The leader will especially want to limit instructions to these members and allow the veterans to use their own experiences in making decisions. The longer the person has been in the organization, the less supervision or guidance should be required for the member. Experienced members will expect a "promotion" of
sorts by being given some of the more demanding tasks and by being allowed to handle it in their own way as long as they remain within the limits set by the organization. The leader may want to go as far as assigning an entire event to another member and have that person form his/her own subcommittee from the organization to help complete the project.

While involving people, the lines of communication should be kept open; this practice serves to maintain the interest of the individual so that he/she will continue to participate. In The One Minute Manager, it is stated that "...the number one motivator of people is feedback on results." (Blanchard and Johnson, p.246) The value of feedback is reinforced in Morale and Motivation; Benge and Hickey discuss "deadwood employees" who have fallen into a dull routine and are no longer motivated in their work. The authors recommend "Four Sparks of Life" for boosting productivity. The first of these is feedback.

FEEDBACK. The simplest and often the most effective cure for the deadwood syndrome is to let your employees know the company cares about them. A thank-you can be as important as a pay raise. Give a little more attention to those workers who seem to be slowing down. Let them know how their efforts fit into the company's goals. Be sure to praise a job well done. The deadwood phenomenon often begins after a worker performs particularly well and then feels the accomplishment has gone unnoticed. (Benge and Hickey, p.98)

The feedback, however, should not be given only after the completion of a project; it is best when implemented as
an ongoing process. People are always concerned about their progress and will feel better knowing that they are proceeding correctly. The leader's follow-up on each person's progress can tell the member a number of things. The importance of the task and the value of the member are both reinforced by the leader's demonstration of interest through the feedback given.

The leader must to be careful in the follow-up to prevent a misunderstanding. The purpose of the interest shown in the member's progress must be carefully conveyed. The member should simply be reminded that the leader is available and wants to help if any problems or questions should arise. It is important that the member not view the follow-up as a sign that the job is being done too slowly or that his/her ability is being questioned.

If criticism is necessary, it should never be communicated other than privately. The leader must take care to be constructive in his/her criticism. The unsatisfactory behavior should be the only subject of the reprimand, not the person; the person should be reassured that only the behavior is being questioned. After the message has been delivered, the leader should remember to let the member know that he/she is still valued.

(Blanchard and Johnson, p.98-99)

Finally, in order to complete the circle in involving people, the leader needs to personally re-evaluate the members. The initial assessment of each individual's
interests will need to be revised as that person grows and changes. Some individuals may simply need variety in their activities, even if it requires going outside their area, in order to renew interest. Some will need to be encouraged to try learning new skills, widening their horizons, or finding new methods for solving problems. (Benge and Hickey, p. 98-99)

It should be kept in mind that a need which has been met will no longer be a motivator for that person. The leader will have to reassess the needs of the member in order to provide him/her with new challenges and to maintain his/her interest.

The group may want to make a routine of periodically brainstorming for new ideas. The leader may need to simply ask individuals if they would like a change in their activities for the next event. Some members may be growing bored with their role, while some may not want a change once they have mastered the details of their job. An experimental change can also be beneficial in revitalizing interest. Temporary switches in the roles of members may lead to fresh, new ideas in an old job or may help other members to appreciate the job being performed by others in the organization.

C. RECOGNITION

As the leader follows the progress of the members within the organization, he/she should, of course, be alert for
problems; but more importantly, he/she needs to encourage members to maintain their efforts. Recognition is a key factor in motivation. A plaque mentioned in *The One-Minute Manager* reads:

"Help people reach their full potential catch them doing something right."
(Blanchard and Johnson, p.39)

By this motto, Blanchard and Johnson are reminding leaders to emphasize the positive aspects of another's work, rather than to always be so alert for his/her shortcomings.

When the areas of success have been pinpointed, the person needs to be told that his/her efforts have not gone unnoticed. Praise is a positive form of feedback and can result in the person's trying even harder since his/her work is being appreciated, as well as reinforcing the feeling of belongingness by re-emphasizing the importance of the task to the organization. The praise should be specific rather than be only vague comments such as "You're doing O.K." Sample comments may include, "Your extra efforts on this event are really helping the group reach its goal." Or, "I feel better knowing we have such a competent person on this task."

The praise can be expressed either privately or publicly. Taking the person aside for a word of praise is effective, but even more meaningful is praise that is given in the company of other people. How praise is expressed can be adjusted, depending on the opportunities available or to
take into account the preferences of the worker. One means of expressing appreciation may be a thank-you card from the leader; or, group meeting minutes and organization newsletters may contain a special section highlighting the efforts of hard-working members. A local newspaper may also be used for advertisements or letters to the editor showing the leader's gratitude for contributions of members. It should be kept in mind, though, that if overdone, praise can lose its effectiveness and become meaningless.

In addition to the leaders giving feedback directly to the members, there is a need to publicly recognize deserving individuals. This includes highlighting their accomplishments before the group and giving them credit for any of their ideas that may have been used by the group. This acknowledgement of their work can serve several purposes. It meets the need for recognition and helps the special member to feel important. (Carnegie, p.212) The chances of his/her staying with the group will be greatly increased, and other members may consequently work harder in an effort to also receive recognition.

One way of providing the needed recognition is to allow the person to report his/her progress on a project to the whole group. This can provide the member with considerable recognition and enhanced esteem. Also, if a slower member knows that a presentation before the group is expected, he/she may work harder on the task in order to be able to have something concrete to present. Another means of
recognizing individuals entails giving them a title or some other symbol of status. Titles such as "Executive Assistant" will formalize their participation and help ensure their help in the future. Items of status may include the keys to an office desk or file cabinet belonging to the organization.

More elaborate ways of providing recognition may include a special awards ceremony or recognition dinner. Members may be presented with letters from top officials, certificates, plaques, or a small gift in honor of their service to the organization. Some groups may want to establish a periodic program of awards, recognizing an outstanding member for each month and year, as well as utilizing some of the other techniques which have been discussed.
SUMMARY

In summary, leaders of student organizations can successfully motivate their groups if they are willing to devote the time and effort necessary for implementing the methods and ideas discussed. It should be kept in mind that

"To the degree you give others what they need, they will give you what you need." (Conklin, p. 7)

Motivation is actually an ongoing process of getting to know a person, involving him/her in the organization, and then maintaining that involvement through recognition. It requires a great deal of dedication from the leader, and it may involve some extra time and energy until the methods are mastered. The results of these efforts will be immensely satisfying to all involved. A highly motivated group will be less demanding on the leader, be more enjoyable for the members and leaders, and ultimately, be more efficient and successful in reaching its goals.

However, the role of the leader is very important in group motivation. The continuing interest shown by the leader of a group reminds the individual that he/she is needed. The leader's persistence and enthusiasm in making contacts will be apparent to the member. Excitement about a common interest such as the organization tends to be contagious; if the leader shows his/her enthusiasm to members, he/she will find them also becoming enthusiastic.
In the same way, the leader's conviction that the goals are important and his/her demonstration of confidence in others will spread to all the members. This is a continuing process of highlighting the importance and progress of the group.

Communication is vital to maintaining the level of motivation in the group. The sharing of ideas should be encouraged in an environment free from criticism and judgment. Members need a chance to express their suggestions and their complaints. Even if it may seem to be a waste of the leader's time, the matter is important to the member and deserves attention.

The leader can help keep the level of enthusiasm high by keeping the organization fresh and exciting. The leader alone may want to surprise the group sometime by passing out candy at a meeting, or he/she may want to work with the other officers or leaders during a down time to plan a special party after a meeting or event. Meetings can be spiced up by having a special theme each time or by occasionally serving pizza, ice cream, or other refreshments afterwards.

Dale Carnegie and his associates, in Managing Through People, summarize their section on motivating people as follows:

"Never neglect them, ignore them, forget them. This is one of the worst mistakes a manager can make in handling people." (Blanchard and Jonson, p.246)
The foregoing is by no means a comprehensive summary of all the methods of motivating others. As each person is an individual, so will the person's needs and desires warrant individualized consideration. A general analysis such as this may, however, serve as a helpful background for motivational activities. The following is a summary of the three categories which may serve as a reminder and reference for leaders willing to use them.
KNOW THE PERSON

** The leader must first take an interest in the members of the organization. This can be done by:

* Learning the member's name.
* Remembering things about the person such as their hobbies and courses.
* Remembering them on special occasions.
* Following up with them before and after meetings or if a meeting is missed.

** The leader must devote some time to getting to know the person:

* Learn about their strengths and weaknesses, their talents and interests.
* Try to understand their private logic. (Carnegie, p.213)

** The leader must integrate the person into the existing group. Some ways to do this are to:

* Give them a membership card, group button, or group discount to emphasize their belongingness.
* Invite them on some outing with others in the group.
* Throw a party in their honor.
INVOLVE THE PERSON

** The leader must next involve each member as soon as possible with a clearly defined task to do for the organization. It should be kept in mind that:

* The member's first attempts need to be simple enough to ensure success, but not be so mundane as to make him/her feel pushed aside.

* The importance of the task and its relation to the overall group effort need to be emphasized.

** The leader must continually involve the members with the programming for the organization.

* Members need to be kept informed on matters affecting them and the organization.

* Members need to be involved in planning the programs to increase their interest in its outcome.

* Members, especially older members, should be allowed as much autonomy and leeway for making decisions as possible. They will carry out best their own ideas.
** Feedback is "the number one motivator of people."

(Losoncy, p.25) The leader must be sure to:

* Follow up on each member’s progress to reassure and to remind him/her of the task’s relationship to the group goals.

* Praise the successes, however small they may be, in public and in private.

* Criticize only constructively and privately, discussing only the offending action. Do not attack the person.

* Express thank you’s with a card or note, in the minutes or newsletters, or in a local newspaper.

** The leaders must strive to keep the organization fresh in order to maintain the interest of the members. Leaders should:

* Encourage members to share their suggestions; try brainstorming for new ideas.

* Re-evaluate the members in terms of their interests and needs. Remember that a met need is no longer a motivator.

* Try a change in the roles of organization to bring out new ideas and methods of solving problems.

* Keep the level of enthusiasm high with special events such as surprise refreshments or a party.
** Recognition is a special form of feedback to reward a job well done. Some ways of recognizing individuals are to:

* Have them present their own progress to the group.
* Give them a title or status items.
* Have an awards ceremony or recognition dinner.
* Award certificates, plaques, or a small gift.
* Have an outstanding member-of-the-month or -year award.
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