Key Term Review

- An **accuracy goal** motivates us toward the most accurate conclusion.
- **Choice theory** states that we have a choice about what happens to us and that we must take responsibility for our behavior.
- A **directional goal** motivates us toward a particular conclusion by narrowing our beliefs and enhancing optimism.
- **Existence needs** include staying alive and feeling safe.
- **Expectancy theory** examines future events and what situations are most apt to motivate us to act.
- **External attributions** relate to how behavior is caused by a situation.
- **Extrinsic motivation** occurs when you motivate others using tangible rewards or pressure.
- **Growth needs** include being creative and experiencing a sense of wholeness, achievement, and fulfillment.
- **Herzberg's motivation-hygiene theory** examined satisfying and dissatisfying factors of a job.
- **Internal attributions** relate to attitudes, character, or personality.
- **Intrinsic motivation** comes from within and drives people to act on things that they think are right, good, or fun.
- **Mastery goals** focus on developing new skills.
- **Motivating** includes inspiring or energizing yourself or others to action.
- **Performance goals** focus on avoiding mistakes and being judged.
- **Reactance theory** proposes that if you push too hard for a reaction, you may get the opposite result.
- **Relatedness needs** include feeling a sense of identity and position within a group.
- **Self-efficacy** is the belief in one's ability to perform adequately.
- A **team** is a small number of people with complementary skills who share a common purpose and are committed to a set of performance goals and an approach to which they hold themselves accountable.
- A **vision** gives a team an overall picture of what the final product will be and is a unique and ideal image of the future that should be consistent with the organization's vision.

Leadership Development Exercises

Leadership Development Exercise 11-1

Work with at least two other colleagues on the following tasks:

a. Each person provides information about one motivation theory to the rest of the group.

b. Together, the team discusses the pros and cons of using each of those theories with staff or teams and develops a plan for using each one.
c. All team members take 15–20 minutes to write down what they learned about motivation theories and plans for their use with their classmates or write a paper.

■ Leadership Development Exercise 11-2

Discuss nursing research on motivation found in this chapter with at least two other colleagues. After a study is presented, discuss among you how (or if) the findings can be applied in nursing situations.

■ Leadership Development Exercise 11-3

Role-play the following situations:

a. Giving negative criticism in a positive way
b. Pointing out how destructive behavior can lead to work problems
c. Discouraging derogatory discussions and gossip
d. Expecting the best
e. A team in the forming stage
f. A team in the storming stage
g. A team in the norming stage
h. A team in the performing stage

■ Leadership Development Exercise 11-4

Diagnose your own level of self-esteem based on the measures presented in the chapter.

Advanced Leadership Development Exercises

■ Leadership Development Exercise 11-5

Teach motivational and team-building skills to student nurses in an undergraduate leadership course. Share your findings and observations with your class, or write up your results in a paper.

■ Leadership Development Exercise 11-6

Formulate a problem statement for a nursing project related to motivation or team building. Share your statement with at least two other colleagues. Ask for feedback on whether your statement is testable. Revise your problem statement based on the feedback you receive.

■ Leadership Development Exercise 11-7

Design a research project related to motivation or team building. Obtain feed-

back from at least two other colleagues about the adequacy of your design. Revise your project based on their feedback.

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