Motivation and Islamic Leadership in Global Era

Effendy Rajab¹,*
¹KIM, Singapore

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Abstract: Job design can affect the outcomes that the individual values. Our volunteers, having worked in various organizations inevitably discover through their experience in different jobs what kinds of outcomes to expect. Changes in the work environments do and can affect the perception of what is available, thus shaping the outcomes valued. By and large, the motivation of individuals, can be strengthened if the job or the task assigned is designed to meet the higher order needs of individuals, such as the need for recognition, for esteem and for self-actualization.

Keywords: motivation, Islamic leadership and global era

1. Introduction

One of the models on job design is that developed by Hackman and Oldham (1980). The model identifies five core dimensions in which the jobs can be analysed. These are as follows:

- **Task variety** is the extent to which a job contains a number of other tasks, which allow the person to make use of different skills and abilities. For example, the job of a security guard can be enlarged to include other meaningful tasks like fire prevention. This could reduce the monotony inherent in the job.

- **Task identity** is the extent to which the job is meaningful where the outcome can be identified with the person doing the job. For example, a surgeon takes full ownership of the success or failure of the outcome of the surgery he or she performs.

- **Task significance** is the extent to which a job affect the work or lives of others in the organization or people in general. A good example is that of an air traffic controller who cannot afford to make any mistakes as any such mistakes would affect the lives of people on the plane.

- **Autonomy** is the extent to which a job gives the person the freedom, independence and discretion to carry out their work. For example, if a person is given decision making power, he or she will feel good about the job as it boost their esteem and ego.

- **Feedback** is the extent where the person doing the job receives timely information about their job performance.

Autonomy and feedback are considered, according to the theory, as more important in their motivating influence than the other three core job dimensions (Buchanan and Huczynski, 1997). The five core dimensions stimulate the three psychological states critical to work motivation, job satisfaction and performance. These states are defined as follows:

- **Experienced meaningfulness** is the extent to which the person considers the work meaningful, valuable and worthwhile.

- **Experienced responsibility** is the extent to which the person feels accountable for the result and work output. Knowledge of result is the extent to which the person knows and understands how well he or she is performing.

Applying the job characteristics model to work situation
Five strategies can be considered as follows:

1) Combining tasks (Job enlargement)

Give the person more than one part of the work to do. This increases the variety of the job and increases the contribution the person can make to the organization.

2) Forming natural work units

Give the person a meaningful sequence of work to perform rather than a fragmented part of what is required so that he or she can make the connection and see the larger picture. This increases the contribution that the person makes to the work as well as enhances the significance of the job.

3) Establishing client relationships

Allow the person to make personal contact with others within and outside the organization for whom and with whom he or she works. This increases job variety, gives the person freedom in performing the work and also increases the opportunities for receiving feedback.

4) Job enrichment

Give the person the responsibilities normally entrusted with the supervisor, for example, to schedule the work, to decide on priorities, to solve problems, to decide on the methodology, etc. This increases the autonomy in the person work.

5) Feedback channel

Give the person doing the work timely regular feedback on his or her work performance as it is critical to the learning process.

In general, the job should be adequately designed so that it is not only challenging, but also enriching. Mutual goals / objectives should be clearly established to facilitate tracking, monitoring, feedback and evaluation. The job scope should allow the flexibility for job enlargement to include a variety of tasks that are of significant value (Hackman and Oldham, 1980). In short, the job content must be meaningful and purposeful, offering the jobholder a sense of fulfilment as well as the opportunity for personal growth and development in an empowered, supportive environment. Research has shown that the job content can have a strong effect and influence on the motivational level of employees, much higher than the tangible rewards such as monetary reward and status (Herzberg, F., 1966).

2. The theoretical side

**Herzberg’s Two Factors theory**

The theory essentially comprises two elements as follows:

Hygiene or maintenance factor (the ‘Dissatisfiers’)-Job Context This factor comprises elements of the job context such as salary, working conditions, policies, co-workers, superiors, etc. According to Herzberg (1966), the job context factors will not motivate a person to perform beyond expectations. These aspects of a job must be satisfactorily fulfilled first before any persons can be motivated to do more. He terms it as “hygiene” factor simply because adequate
hygiene is essential to prevent diseases. However, having adequate hygiene does not necessarily guarantee that you will not be infected, although it is a prerequisite.

The job context is the extrinsic factors of motivation, which is driven externally. The Job Content factor (the ‘Satisfiers’) to motivate a person, the job itself must be meaningful to the person doing the job where there is a sense of achievement upon completing the task as well as offering many opportunities for personal growth and advancement. The job content serves as intrinsic factors of motivation, which is internally driven.

In Scouting, the nature of the job and its content is of primary importance in motivating volunteers especially so when they are “not paid” to do the job or task. Abundant research has shown that people are willing to volunteer their time and expertise to a given cause because the job or the task allows them to make a meaningful and significant contributions to society.

The strategies described earlier under the job characteristics model provide good guidelines on how to enrich and enlarge the job. In summary, the theory states that while dissatisfaction is caused by the context or hygiene factors, satisfaction is improved when the contents of the job are made more meaningful for the person doing the job. These could be achieved by satisfying the higher order needs of the person for self-esteem and self-actualization.

McClelland’s Need Achievement theory

David C. McClelland (1953) has contributed to the understanding of motivation by identifying. Three types of basic motivating needs. He classified them as follows:

Need for Achievement

People with a high need for achievement have an intense desire for success and equally intense fear of failure. They like challenging work and usually set moderately difficult goals for themselves. They assume personal responsibility for getting the job done, preferring to analyses and assess the risk involved. They appreciate specific and prompt feedback on their performance, and have a tendency to be restless and enjoy working long hours (Putti, Koontz and Weihrich, 1998).

Need for Affiliation

People with a high need for affiliation tend to get pleasure from being in the company of people who love them, but fear being rejected, socially. They are more of an extrovert who enjoys meeting people, maintaining pleasant social relationships and friendly interaction with others.

Need for Power

People with a high need for power find it satisfying when they can exercise influence and control over others. They generally seek leadership positions and are at times forceful and outspoken. (Putti, Koontz and Weihrich, 1998).

Therefore, by allocating job or assignment that “fits” with the need and personality of the person, we can motivate the person to higher level of performance. For example, we can give a very challenging task to a person who has a relatively higher need for achievement. Likewise, task that requires large social interactions can be assigned to a person with a relatively higher need for affiliation.
Vroom’s Expectancy Theory

Vroom’s theory (1967) is based on the premise that a person assigns value to the outcomes of each possible alternative course of action. The assignment of values reflects the person’s expectations and his or her preference among the alternative courses of action and their outcomes. The degree of motivation is dependent on the attractiveness of the reward in terms of its value to the person, the effort required for the desired outcome and the probability of achieving the outcome. Simply put, a person may not be motivated to run the marathon if the effort required for preparation, both mentally and physically are so demanding and the probability of succeeding is low, although the tangible reward can be extremely attractive.

Hence, the theory suggests that people will be motivated to reach a goal if they think that the value of the reward, intrinsically and extrinsically is indeed worthwhile and that their efforts will help them achieve the goal. Essentially, performance is a function of the perception of the task required and the effort involved. Performance accomplishment, in turn, is closely related to the rewards and satisfaction.

Application of Motivational Theories

Maslow’s theory shows that there are different types of needs through which a person progresses. A need once fulfilled, is no longer a motivation. There are also variations among people in terms of their needs. Efforts should be undertaken to satisfy not only the monetary or the hygiene factors, but also the social, esteem and actualization needs. It is essential to create an environment that allows people to develop their potential to the maximum.

Likewise, for some people the need for achievement far outweighs the need for power and affiliation. We have to recognize that no two person’s needs are alike and should not assume that what motivates us will also motivate others. Management by objectives is one way of implementing McClelland’s theory by building the achievement factors and standards into the performance appraisal system. Herzberg’s two-factor theory brings about the need to remove or minimize the dissatisfaction and increase the satisfaction. We can do this by the following:

<table>
<thead>
<tr>
<th>TO REMOVE DISSATISFACTION</th>
<th>TO PROVIDE SATISFACTION</th>
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<tr>
<td>Review policies and procedures to make them relevant to current needs</td>
<td>Assign challenging and meaningful work</td>
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<tr>
<td>Review the compensation plan to align it with the market forces and performance</td>
<td>Give recognition</td>
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<tr>
<td>Improve the working conditions</td>
<td>Provide opportunity for personal growth and learning</td>
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<tr>
<td>Improved the fringe benefits and incentives</td>
<td>Provide autonomy</td>
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3. Motivation Exercise

Following which, a plenary session could then be held to share views, using the various motivational theories explained in the segment as the basis for discussion.

WHAT MOTIVATES YOU AT WORK (Seyed, RH, 2004)

Many factors can influence our level of motivation to perform well at work. How would you rank the following: (1 = low to 12 = high)
<table>
<thead>
<tr>
<th>FACTOR DESCRIPTION</th>
<th>RANKING</th>
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<tbody>
<tr>
<td>RECOGNITION- Receiving recognition from peers, supervisor, subordinates for good work performance</td>
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<tr>
<td>SENSE OF ACHIEVEMENT- The feelings associated with successful completion of a job, finding solutions to different problems, or seeing the result of your work.</td>
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<td>ADVANCEMENT- The opportunity for advancement or promotion based on your ability.</td>
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<td>STATUS- Earning position-based “perks” such as a convenient parking space, office with windows, etc.</td>
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<td>PAY- Receiving a wage that not only covers normal living expenses but also provides additional funds for luxury items.</td>
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<td>SUPERVISION- Working for a supervisor or Boss who is competent in doing his or her job and who looks out for the welfare of subordinates.</td>
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<td>JOB ITSELF- Having a job that is interesting, challenging and provides for the substantial variety and autonomy.</td>
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<td>JOB SECURITY- Feeling good about your security within the company.</td>
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<td>COWORKERS- Having friendly and helpful Co-workers.</td>
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<td>PERSONAL DEVELOPMENT- Having the opportunity in your job to develop and refine new skills and abilities.</td>
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<tr>
<td>FRINGE BENEFITS- Having a substantial fringe benefits package.</td>
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<td>WORKING CONDITIONS- Working in a safe and attractive environment.</td>
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4. Conclusion

In general, according to Islamic theory, there is a reward in this life and in the hereafter. What factors really motivate them at work? There are recognition, sense of achievement, advancement, status, Pay, supervision, job itself, job itself, job security, coworkers, personal development, fringe benefits, working condition.

5. Acknowledgement

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6. References


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