The Interrelation between Leaders and Followers Based on the Orientation toward Intrinsic Goals

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Abstract

Orientation toward intrinsic goals is a concept that is based on the Self- determination Theory, (SDT) a theory that is receiving increasing cross-cultural support in various life domains [2]. SDT enables the assessment of the level and quality of motivation, thus offering a multidimensional conceptualization of motivation. Three major categories of motivation are distinguished and the self-determination theory specifies how the various types of motivation can be promoted or discouraged: a. The absence of motivation towards an activity; b. Intrinsic motivation, defined as doing an activity for its own sake, and c. Extrinsic motivation, referring to engaging in the activity for instrumental reasons, such as receiving rewards and approval, avoiding punishments or criticism, boosting one's self-esteem, or reaching a personally valued goal.

Intrinsic goals are likely to satisfy psychological needs for autonomy relatedness, competence and growth and are thus innately satisfying to pursue [3]. The most popular intrinsic popular goals are self-acceptance, affiliation, community feeling, and physical fitness. When fulfilled, the individual experiences a sense of satisfaction of needs, which increases the level of happiness and well-being [4].

The purpose of this paper is to review the developments in the field of leadership and the concept of orientation toward intrinsic goals; and also to examine the possible interrelation between orientation toward intrinsic goals and leadership. This work is based on research and three of the topics chosen for this conference are: business education, studies on education and teachers' professional development. This paper is based on a large-scale study in the Israeli education system that examined how leaders' orientation toward intrinsic goals predicts the followers' perceptions of leadership style. The results of this study show that a significant positive correlation exists between orientation toward intrinsic goals (part of leaders' qualities) and transformational leadership (followers' perception of leadership style).

Keywords: *Orientation toward intrinsic goals; values; self-determination theory; leadership; business education; teachers' professional development.*

Introduction

Orientation toward intrinsic goals (OTIG) is based on Self Determination Theory (SDT) that assumed that people are active organisms, with evolved tendencies toward growing, mastering ambient challenges, and integrating new experiences into a coherent sense of self .
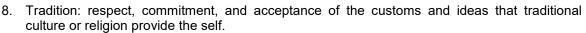
These natural developmental tendencies do not, however, operate automatically, but instead require ongoing social nutriments and supports. The former for intrinsic goals are satisfaction of basic psychological needs, for example, community contribution, health, personal growth and affiliation [5]

People with orientation toward intrinsic goals act to fulfill their targets at work because the targets comprise one-step in their personal growth. This orientation is based on aspirations to have a high level of life satisfaction, self-esteem and self-actualization.

OTIG is based on human values in that it emphasizes the essence that is important to us in our lives. Schwartz [6] assumed that everybody holds numerous values with varying degrees of importance. The ten basic values that combine with the motivational goals are:

1. Self-direction: independent thought and action: choosing, exploring.
2. Stimulation: excitement, novelty, and challenge in life.
3. Hedonism: pleasure and sensuous gratification for oneself.
4. Achievement: personal success through demonstrating competence according to social standards.
5. Power: social status and prestige, control or dominance over people and resources.
6. Security: safety, harmony, and stability of society, of relationships, and of self.
7. Conformity: restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.

8. Tradition: respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide the self.
9. Benevolence: preserving and enhancing the welfare of those with whom one is in frequent personal contact (the 'in-group').
10. Universalism: understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.

The ten values are universal, but each person is different in the degree of importance that he accords to every value. Furthermore, this list shows the distinction between values and characteristics. The orientation toward intrinsic goals will be expressed, with a high degree of probability, with values from self-direction, stimulation and universalism.

Leadership field has an impressive body of empirical research, which has extensively compared styles and models of leadership. The most popular leadership style is transformational leadership based on the full range model of leadership [7]. Transformational leadership involves an exchange process between leaders and followers. Followers of transformational leadership feel trust, admiration, loyalty, and respect toward the leaders [8]. Transformational leaders' influence on their followers was ascribed to their ability to nurture followers' needs. More than that, it empowers them and gives them a sense of mission toward ethical and broad objectives that exceed their goals. Fernet, Trepanier, Austin, Gagne & Forset [9] examined the relationship between transformational leadership and follower functioning. The results of this study provide support for the idea that transformational leadership relates to optimal job functioning (psychological health, job attitudes and performance) by contributing to favorable perceptions of job characteristics (more resources and less demands) and high-quality work motivation (more autonomous motivation and less controlled motivation) in employees.

The purpose of this paper is to combine the OTIG and its importance for the interrelation between leaders and followers. This paper is based on a large-scale study that examined the influence of leaders' qualities and leadership style on followers' organizational involvement in the Israeli educational system. The study examined three leaders' qualities: empathy, OTIG, and trust in the reliability and competence of the followers. The followers' perceptions were based on the full range model of leadership [10], and were distinguished between transformational leadership and transactional leadership. Followers' organizational involvement focused on effectiveness, commitment and burnout. The research sample was composed of 160 Israeli teachers and principals from the education system.

This research sheds light on the link between OTIG and transformational leadership. The correlation between transformational leadership and orientation toward intrinsic goals was significantly positive (.178*). Therefore, this paper zooms in the interrelation between leaders and followers based on the OTIG.

Followers occupy a large space in the field of leadership. Leaders must pay attention for their followers' needs, and give them the feeling that they are believed and thought about. The new concept in the field of leadership is *followership.* Followership is based on the posit that both leader and follower shared responsibility for the success of their relationship [11].

There is a lack of understanding of the influence of OTIG in the interrelation between leaders and followers in the educational environment. The significant contribution of orientation toward intrinsic goals can be expressed through the development and training of these basic objectives.

The future challenge of education is to change and to focus on personal empowerment and recognition of abilities. The term I choose to offer is a *toolbox*. The reason for using this term is that a toolbox is transferable, and aggregates elements, but also allows for the renunciation of irrelevant elements. In the toolbox, there is academic knowledge, but also professional knowledge that is based on life experience. Leaders who develop their toolbox can use it throughout their lives for all sorts of challenges and opportunities. In addition, the toolbox is designed and built over a wide range of professional lives. Schleicher [12] referred to changes and emphasized that humans need the ability to extrapolate from what they know, to use knowledge in new ways or situations, and to create new knowledge. Therefore, the challenge of future education is to develop a private toolbox, to which principals, teachers and even students can conform.

I would like to suggest OTIG as an important component of every private toolbox. OTIG develops on two main levels: the personal-individual, the social- organizational.

On the personal-individual level, the question in hand is what goals are most important for me?

1. Being responsible for my life (intrinsic goals).
2. Having much property (extrinsic goals).

3. Having friends I can trust (extrinsic goals).
4. Having a good reputation (intrinsic goals).
5. Having a meaningful and satisfying life (intrinsic goals).
6. Having a well-paid job (extrinsic goals).
7. Sharing my life with a loved partner (intrinsic goals).
8. Succeeding in dealing with problems that have sprouted in my life (intrinsic goals).
9. Being famous (extrinsic goals).
10. Knowing and accepting myself honestly (intrinsic goals).
11. Succeeding economically (extrinsic goals).

Based on self-examination, this level allows me to see whether my main orientation is toward intrinsic or extrinsic goals. Afterwards, I can proceed to the next level.

The social –organization includes the teamwork and the organization aspect. This level is based on recognition of the interrelationships involved in teamwork and to investigate our main orientation. In first step, the premise must be based on recognition of variance in orientation towards intrinsic or extrinsic goals. This level will built upon discussion of teamwork oriented towards understanding each other's values and goals in everyday work. For example, teachers will take a case study from the school working environment and examine their orientation toward goals. In this way, conflicts in the teachers' room may be prevented.

In the second step, focusing to schools as educational organizations. This step based on consolidates OTIG via teamwork, and crystallizes the work of the team and can lead to the organizational perception. This level builds on the teacher's teamwork, and it adds the interrelationship between principals and teachers. Principals who recognized the teachers' OTIG will help the teacher to reach it by accompanying them and giving their advice. Moreover, the principals can share their OTIG with the teachers to effect the school environment. The educational activity will be based on deep discussions, from an attempt to enable all partners to take part to providing a sense of belonging to the organization.

This paper tried to combine between the theoretical and practical knowledge. The future challenge of education environment is based on interrelation between principals and teachers. The main points is that the principals' qualities are significant competences, which can be developed. Principals who improve their behavior by OTIG may change the teachers' perceptions. Interrelation between principals and teachers that are based on OTIG will led to effective leadership by creating, enhancing and maintaining such a cordial or friendly environment.

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