The Influence of Manager's Politeness on Subordinates Motivation

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Abstract: *Business communication in organizational settings is crucial to achieve the desired results. Managers use speech to manage, instruct, and in other ways get subordinates to perform everyday tasks. This study aims to investigate how speech acts are performed using different politeness strategies, how these politeness strategies affect the motivation of subordinates, and how politeness can be used strategically in certain situations. A case study of two Syrian private universities were used to collect data, the Primary data was collected from interviews with two administrative managers from Wadi International University and Al-Hawash University. Also a questionnaire was distributed to 12 subordinates working at the two universities. The results showed that politeness strategies used by managers are important for the motivation of subordinates and that different situations and different individuals call for different politeness strategies. Thus it is necessary for managers to make conscious and strategic linguistic choices adapted to a specific situations and specific individuals at the organization.*

Keywords: *Politeness, Linguistic strategy, Speech act theory, Illocutionary Acts*

I. Introduction

In most organizations, it is vital for managers to have academic knowledge and vocational experience in order to be successful manager. However, academic knowledge and experience do not alone make a good manager. Many characteristics and traits play essential role in success or failure of managers such as: Management style, personal characteristic, and linguistic choices of communication. Many experts believe that communication is the key to successful relationships – is it also a key to successful professional relationships? Abundant amounts of researches have been written within the field of management and leadership, in this research, the researcher will focus on communication and speech strategies in directing, guiding, and ordering subordinates how to perform their jobs, also present communicating guidelines, and solving conflicts through linguistic strategies, and the use of body language as an instrument in leading subordinates to achieve the objectives of the firm. Thus, it is very important to take a closer look at how language is utilized in business environment. The researcher will focus on politeness as a linguistic strategy and examine if and how it influences the motivation in subordinates.

1.1 Research Problem

Communication in business is very important in achieving end result. Managers use speech acts to instruct subordinates to perform every day task. Therefore, this research is centered around investigating how speech acts are performed by using different politeness strategies. Thus, the research problem is: how different politeness strategies affect the employee's motivation at work place.

1.2 Research Importance

The importance of this research comes from the following points:
1. The importance of motivation in employees' performance.
2. The impact of politeness in motivating employees.
3. Concentrating on communication in professional setting between manager and subordinates and to introduce linguistic strategies in motivating employees.

1.3 Research Objectives

The main objective of this research is:
1. To investigate if linguistic strategies affect motivation of subordinates.
2. To identify linguistic patterns such as speech acts from the politeness perspective used by managers and it is effect on subordinates.

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3. Investigating very important communication tools, that is assertive and directive speech act which are commonly used in every day work.
4. To illustrate which linguistic strategy used by managers can motivate employees.
5. To show the relationship between different leadership styles and linguistic strategy.

1.4 Research Hypothesis

Hypothesis One: Assertive and directive linguistic strategy applied in different styles of leadership.
Hypothesis Two: Assertive linguistic strategy in Autocratic style of leadership with negative politeness leads to employee's motivation.
Hypothesis Three: Directive linguistic strategy in Democratic style of leadership with positive politeness leads to employee's motivation.
Hypothesis Four: Laissez-fair style of leadership with either positive or negative politeness leads to employee's motivation.

1.5 Research Methods

This research uses qualitative method based on primary and secondary data. **Primary data** was collected from interviews with two administrative managers from Wadi International University and Al-Hawash University. Also a questionnaire was distributed to 12 subordinates working at the two universities. **Secondary data** was collected from books, academic papers, journals, and websites.

II. Theoretical Frame Work

2.1 Definitions Related to Management
2.1.1 Managers and Leaders

Organizations need both management and leadership to be successful and to operate in an effective way. According to this, knowing the differences between managers and leaders has been essential for organization development.

Debbie Zmorenski (2012) has defined managers and leaders; he said that, Managers are tactical, hands-on personalities. There is no argument that managers can achieve results. However, the results are almost always short-term results. People will do what they are told for many reasons, such as fear of losing their job, lack of education or experience making him or her unwilling to argue (even if they feel the manager is wrong), or apathy toward the company and its goals. He continues saying that; Leaders are willing to give of themselves to promote the growth and development of others. These leaders get to know their employees and build relationships that last a lifetime. They learn employees' names, know about their families, and take the time to understand what motivates and inspires them. Most importantly, they practice the behaviors that motivate and inspire others. These leaders demonstrate strong ethics and moral behavior in their business and personal life (www.reliableplant.com).

"Not all leaders are managers, nor are all managers leaders" (Robbins & DeCenzo, 2005, p.354). Also they illustrate that, Managers are appointed; they have legitimate power that allows them to reward and punish. Their ability to influence is based on the formal authority inherent in their positions. In contrast, leaders may either be appointed or may emerge from within a group. Leaders can influence others to perform beyond the actions directed by formal authority. No one yet has been able to demonstrate through research or logical argument that managers should have the leadership ability. "However, not all leaders necessarily have capabilities in other managerial functions and, thus, not all should hold managerial positions. The fact that an individual can influence others does not mean that he or she can also plan, organize, and control. Given (if only ideally) that all managers should be leaders, we can pursue the subject from a managerial perspective. Therefore, by leaders we mean those who are able to influence others and who possess managerial authority" (Robbins & DeCenzo, 2005, p.354).

2.1.2 Communication and Business Communication

Communication is the backbone for organization's success. Communication plays a very important role in an organization. In fact, it is said to be the life wire of the organization. Everyone in an organization needs to have good communication skill, not the boss only, but also the subordinates, and also they need to jointly strive to achieve the set goals.

In communication process the message passes between the sender and receiver. The message is encoded by the sender (converted to a symbolic form) next; the message is transmitted through some medium channel, the receiver then decoded the message into something meaningful. According to this model, the message is transferred from one person to another, as a result the receiver provide a feedback that shows whether he or she (the receiver) understand the intended meaning inherent in the message or not.

McShan and Von Glinow (2009, p.171) said that "Intended feedback is encoded, transmitted, received, and decoded from the receiver to the sender of the original message" they also stated that, this model recognizes that communication is not a free-flowing conduit. Rather, the transmission of meaning from one person to another is hampered by noise -the psychological, social and structural barriers that distort and obscure the sender's intended message. If any part of the communication process is distorted or broken, the sender and receiver will not have a common understanding of the message. As noted above, the information is transmitted through medium channel which is represents a critical part of the communication model, and classified into two main types: verbal and nonverbal channels.

Verbal Communication, includes transmit meaning through oral or written means, according to which mean is suitable for a given situation. "Face-to-face interaction is usually better than written methods for transmitting emotion and persuading the receiver. (McShan & Von Glinow, 2009, p.172).

Non-verbal Communication, represents any part of communication that does not use words. "Nonverbal communication includes facial gestures, voice intonation, physical distance, and even silence". (Tiedens & Fragale, 2003, p.558).

2.2 Leadership Theories
There is a wide variety of leadership theories that focused on what qualities distinguished between leaders and non-leaders (followers) also these theories explain the concept and practice of leadership.

2.2.1 Trait Theories of Leadership
To be a leader that's mean, you possess specific characteristic that non-leaders do not have. There are number of traits or characteristics that differentiate leaders from non-leaders "such as, intelligence, charisma, decisiveness, enthusiasm, strength, bravery, integrity, and self-confidence" (Barker, 2001, p.469).

It is not necessary that all leaders should have the same characteristics, but they have totally different once. Attempts to isolate specific set of traits that would always differentiate leaders from followers and effective leaders from ineffective leaders failed; on the other hand, attempts to identify traits consistently associated with leadership have been more successful (Robbins & DeCenzo, 2005, p.355).

According to Kirkpatrick and Locke (1991, p.48) six traits on which leaders are seen to differ from non-leaders:

1- *"Drive.* Leaders exhibit a high effort level. They have a relatively high desire for achievement, they are ambitious, they have a lot of energy, they're tirelessly persistent in their activities, and they show initiative.

2- *Desire to lead.* Leaders have a strong desire to influence and lead others. They demonstrate the willingness to take responsibility.

3- *Honesty and integrity.* Leaders build trusting relationship between themselves and followers by being truthful or non-deceitful and by showing high consistency between word and deed.

4- *Self-confidence.* Followers look to leaders for an absence of self-doubt. Leaders, therefore, need to show self-confidence in order to convince followers of the rightness of goals and decisions.

5- *Intelligence.* Leaders need to be intelligent enough to gather, synthesize, and interpret large amounts of information and be able to create vision, solve problems, and make correct decisions.

6- *Job-relevant knowledge.* Effective leaders have high degree of knowledge about the company, industry, and technical matters. In-depth knowledge allows leaders to make well-informed decisions and to understand the implications of those decisions."

Robbins and DeCenzo (2005) found that "trait alone do not sufficiently explain leadership" (p.355). They said that explanations based only on traits ignore situational factors, and that if an individual possess the appropriate traits only that will makes him or her more likely to be an effective leader. He or she still has to take the right actions and it's obviously known that what is right in one situation is not necessarily right for another situation. According to both researchers "a major movement away from trait theories began as early as the 1940s. Leadership research from the late 1940s through the mid - 1960s emphasized the preferred behavioral styles that leaders demonstrated" (p.355).

2.2.2 Behavioral Theories of Leadership, Leadership Styles
Leadership cannot be explained solely by traits, so researchers began to look at the behavior of effective leaders by focusing on the action of those leaders rather than on their mental qualities, or special characteristics that they may possess. For instance, do leaders tend to be more democratic than autocratic? (Robbins & DeCenzo, 2005, p.355).

"If trait research had been successful, it would have provided a basis for selecting the right people to assume formal positions in organizations requiring leadership. In contrast, if behavioral studies were to turn up critical behavioral determinants of leadership, we could train people to be leaders" (Pfau & Kay, 2002, p.49).

There are numbers of studies concerning behavioral style; one of the first studies was done by Lewin and Lippitt (1938). In their studies, "the researchers explored three leadership behaviors or styles: automatic, democratic, and laissez-fair.

An *autocratic style* is that of a leader who typically tends to centralize authority, make unilateral decision, and limit employee participation.

A *democratic style* tends to involve employee in decision making, delegate's authority, encourage participation in deciding work methods and goals, and uses feedback as an opportunity to coach employees. The democratic style can be further classified in two ways: consultative and participative. A *democratic-consultative leader* seeks input and hears the concerns and issues of employees but makes the final decision him or herself. In this capacity, the democratic consultative leader is using the input an information-seeking exercise. A *democratic-participative leader* often allows employees to have a say in what's decided. Here, decisions are made by the group, with the leader providing one input to that group. Finally, the *laissez-fair* leader generally gives his or her employees complete freedom to make decisions and to complete their work in whatever way they see fit. A laissez-fair leader might simply provide necessary materials and answer questions" (Lewin & Lippitt, 1938, p.356).

The two researchers wondered which one of the three leadership styles is the most effective, and help to achieve good or high quality of work. "They concluded that the laissez-fair style was ineffective on every performance criterion when compared with both democratic and autocratic styles. Quantity of work done was equal in groups with democratic and autocratic leaders, but work quality and group satisfactions were higher in democratic groups. The results suggest that a democratic leadership style; could contribute to both good quantity and high quality of work" (Lewin & Lippitt, 1938, p.356).

Another mixed result found in later studies about the autocratic and democratic styles of leadership shows that democratic leadership styles sometimes produced higher performance level than automatic styles, but at other times they produced group performance that was lower than or equal to that of autocratic styles. Nonetheless, more consistent results were generated when a measure of employee satisfaction was used (Lewin & Lippitt, 1938, p.356).

2.2.3 Charismatic Leadership Theories

Charismatic leadership theory says that "followers make attribution of heroic or extraordinary leadership abilities when they observe certain behavior. Some examples of individuals frequently cited as being charismatic include John F. Kennedy, Martin Luther King Jr., Mary Kay Ash (founder of Mary Kay Cosmetics), and Herb Kelleher (former CEO of Southwest Airlines)" (Robbins & DeCenzo, 2005, p.368).

The studies of this theory attempt to determine behaviors that differentiate charismatic leaders form their non-charismatic counterparts, Conger and Kanungo (1988, p.91) summarizes the key characteristics that appear to differentiate charismatic leaders from non-charismatic ones.

1. *"Self- confidence.* Charismatic leaders have complete confidence in their judgment and ability.

2. *Vision*. They have an idealized goal that proposes a future better than the status quo. The greater the disparity between this idealized goal and the status quo, the more likely that followers will attribute extraordinary vision to the leader.

3. *Ability to articulate the vision.* They are able to clarify and state the vision in terms that are understandable to others. This articulation demonstrates an understanding of the followers' needs and, hence, acts as a motivating force.

4. *Strong convictions about vision.* Charismatic leaders are perceived as being strongly committed and willing to take on high personal risk, incur high costs, and engage in self-sacrifice to achieve their vision.

5. *Behavior that is out of the ordinary.* They engage in behavior that is perceived as being novel, unconventional, and counter to norms. When successful, these behaviors evoke surprise and admiration in followers.

6. *Appearance as a change agent.* Charismatic leaders are perceived as agents of radical change rather than as caretakers of the status quo.

7. *Environmental sensitivity.* They are able to make realistic assessments of the environmental constraints and resources needed to bring about change".

How do charismatic leaders influence followers? The answer of this question according to Robbins and DeCenzo (2005, p.368) presented in four step processes. "It begins with the leader stating an appealing vision. This vision provides sense of community for followers by linking the present with better future for the organization. The leader then communicates high expectations and expresses confidence that followers can attain them. This enhances follower self-esteem and self-confidence. Next, the leader conveys, through words and actions, a new set of values, and by his or her behavior sets an example for followers to imitate. Finally, the charismatic leader makes self-sacrifices and engages in unconventional behavior to demonstrate courage and convictions about the vision".

Researchers found that the satisfaction and performance of followers, increased in an impressive way when charismatic leader exist. "People working for charismatic leaders are motivated to exert extra work effort and, because they like and respect their leaders, express greater satisfaction". But on the other hand "It's

important to note that charismatic leadership may not always be needed to achieve high level of employee performance. Charismatic appears to be most appropriate when followers' task has ideological component or when the environment involves a high degree of stress and uncertainty". Sothat's explained why it is more likely charismatic leader's surface in areas of political, religion, or war, or when business facing a life-threatening crisis or it is in infancy (Robbins & DeCenzo, 2005, pp.368- 369).

2.3 Theories and Definitions of Linguistic Strategies

Number of philosophers like, Oxford philosopher, British linguistic philosopher Searle, and Grice offered basic insight into the theory of linguistic communication based on the assumption that "the minimal units of human communication are not linguistic expressions, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving directions, apologizing, thanking, and so on" (Blum-Kulka, House, & Kasper, 1989, p.2). According to this we can say that speech act theory attempts to explain; how speakers use language to accomplish intended actions, and the way hearers infer intended meaning form what is said.

2.3.1 Speech Act Theory

Words and sentences are not merely statements of facts, but that we actually do things with words. Our utterances are not just sayings, but they are doings. That's what Austin wanted to prove, he attempted to find ways to distinguish between saying something as in merely making a statement (constative), and doing something through the action of saying it (per formative) (Austin, 1967, p. 94).

Austin in his theory 'speech acts theory' (1967, pp.99-101) considered the three types of acts that utterances can be said to perform, or in other words what we say has three different kinds of meaning. According to him, he classified the acts of saying something, into three types;

1. *Locutionary acts* - the act of making a meaningful utterance or we can say the literal meaning of what is said (e.g. It's hot in here). The Locutionary acts something that he was not interested in studying, but only to identify in order to distinguish it from other acts, the acts of illocutions, which he was primarily concerned with.

2. *Illocutionary acts* - which he was primarily concerned with, he explained that the main feature of an illocutionary act is that the performance of an act is *in* saying something, and not merely a performance of an act *of* saying something. Thus, the social function of what is said (e.g. It's hot in here) could be:

-An indirect request for someone to open the window

-An indirect refusal to close the window because someone is cold

-A complaint implying that someone should know better than to keep the windows closed (expressed emphatically).

3. *Perlocutionary acts* - an action or state of mind brought about by, or as a consequence of, saying something. The effect of what is said (e.g. It's hot in here) could result in someone opening the windows. A perlocutionary act may be carried out if in saying something, an effect is produced in another person's feelings, thoughts or actions.

After this summary of the three types of speech acts we can say that "Perlocutionary act performed in saying something thereby performing a locutionary act, in which an illocutionary act is carried out" (Austin, 1967, p.) See figure (1).
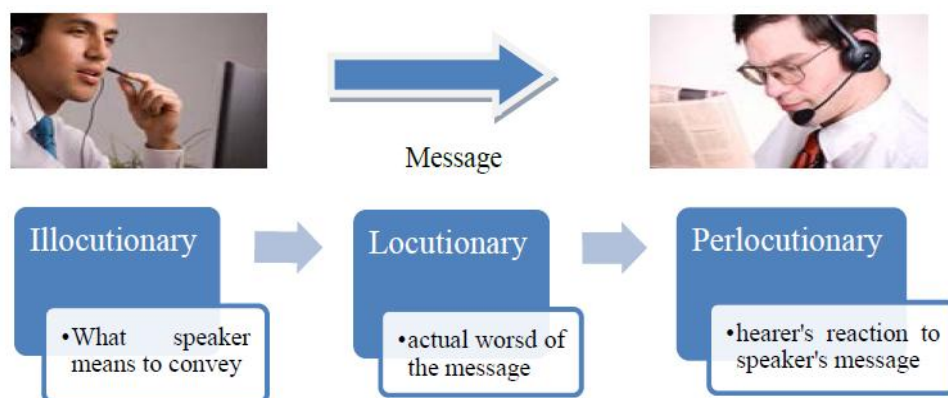

Figure 1: Three Components of a Speech Act
Source: (grammar.ucsd.edu)

2.3.2 Types of Illocutionary Acts (Assertive, Directive)

Austin main focus was on illocutionary acts. However, John R. Searle picked up Austin's research in his (1969) essay *Speech Acts: An Essay in the Philosophy of Language*. Searle identified five main categories of illocutionary speech acts, and named them based on the function assigned to them:

"*Assertives*, we tell people how things are. *Directives*, we try to get them to do things *Commissives*, we commit ourselves to doing things. *Expressives*, we express our feelings and attitudes. *Declarations*, we bring about changes in the world through our utterances." (Searle, 1975, p.8)

In this research the focus will be on two categories of illocutionary speech acts which are; assertives and directives.

Assertives _ an illocutionary speech act that has the main point or purpose to commit the speaker to the truth of an utterance. An assertive is thus a statement which can be viewed as either true or false. In other words, when a speaker performs an assertive illocutionary speech act, the speaker is stating something he or she believes to be true, whereas hearers may judge the utterance to be either true or false. An assertive illocutionary speech act is a statement or a reflection of how something is. It can be an utterance to describe, brag, complain, suggest, state, or hypothesize (Searle, 1975, p.59). Examples of assertives are 'What a beautiful day,' 'I got an A on my assignment,' 'My back is killing me,' 'You should listen to your mother,' 'He is probably guilty,' and' How you phrase a request will affect the outcome of the answer.'

Directives _ an illocutionary speech act that has the purpose of the speaker getting a listener to do something. The attempt can be carefully expressed as an invitation or a suggestion, but it can also be forcefully expressed as an order. It also includes begging someone or permitting them to do something (Searle, 1975, p.82). Examples of directives are 'You can put the knife down on the table,' 'Why don't you put the knife down,' 'Put the knife down now,' 'Please put the knife down,' and 'It's OK if you put the knife down now.'

The meaning of the world 'please' serves to indicate that the speaker gives an option of refusal to the hearer in making his attempt to get him to do something. Thus, literal utterances of such sentences have illocutionary force of request which has a rather polite special mode of achievement of the directive illocutionary point (Daniel Vanderveken, 1990, p.16).

The researcher will consider; assertive as an autocratic style of leadership and negative speech act, while the directive as democratic style of leadership and positive speech act.

2.4 Politeness Defined

Politeness is one of the person characteristic known as the best criterion in judging personality. An individual polite action is socially defined as polite or not, thus politeness is a social activity where the value of polite behavior is realized by the social standard. Brown and Levinson (1987) argued that three aspects of interpersonal situation are universally related to politeness (a) the relative power of the addressee over the speaker, (b) the degree of imposition of to-be-performed act, (c) the social distance between the speaker and the addressee. According to Brown and Levinson, speaker use more polite language when addressing individuals with high status than individuals with equal or low status, when asking for a big favor than a small favor, and when addressing strangers than familiar people (www.psych.nyu.edu). According to this how polite we choose to be to others not only reflects how close we feel to a person but also helps to create or maintain the feeling of closeness or distance.

2.4.1 Politeness Theories

"Communication as a form of social interaction; requires participants to express themselves clearly and politely" (Leech, 1983, p.16). Brown and Levinson's politeness theory proposes "a rational system employed by interactants to calculate the potential threat of an utterance to the self-image and/or sense of autonomy of either the hearer or the speaker (or both) and to make linguistic adjustments in order to mitigate the potential threat while maintaining politeness" (Glen, 1983, p.874).

2.4.1.1 Brown and Levinson's Theory of Politeness

Two researchers Brown and Levinson was inspired to developed their politeness theory because of the "Grecian observation that what is said is typically only part of what is meant, the proposition expressed by the former providing a basis for the calculation of the latter" (Brown & Levinson, 1987, p.49). They asked themselves why the phenomenon of meaning more than one says exists at all. They attempted to find the answer through designing the politeness theory.

The basis for the Brown and Levinson theory is Goffman's description of the notion of 'face', and how it is directly related to "being embarrassed, humiliated, or losing face, Thus 'face' is something that is emotionally invested, and can be lost, maintained, or enhanced, and must be constantly attended to interaction" (Brown & Levinson, 1987, p.61).

Brown and Levinson (1987, p.62) stated that every individual has two different 'face wants'; positive and negative. They defined negative faces the individual's desire for freedom of action and freedom from

imposition, "the want of every competent adult member that his actions be unimpeded by others", and positive face as the individual's desire that her/his wants be appreciated in social interaction, "the want of every member that his wants be desirable to at least some others".

Negative face wants require *negative politeness* and positive face wants require *positive politeness*. Brown and Levinson describe negative politeness as non-imposition with various levels of showing distance and indirectness. Positive face wants, instead, requires inclusion, ratification, understanding, approval and other strategies that result in less distance (Brown & Levinson, 1987, p.60).

When communicating and exchanging utterances, "speakers must evaluate the level of threat to hearers' negative and positive face wants (face threatening act or FTA) and adjust their politeness strategy accordingly" (Brown & Levinson, 1987, p.60).

If an act entails a high level of threat to a hearer's face, the speaker is more likely to choose a politeness strategy with a high number, as outlined in the above diagram. Consequently, if the level of threat to face is low, a more direct strategy, shown in figure (4) with lower numbers, may be chosen. For example, if a person (A) is cold and wants to ask another person (B) to close the window, an on-record act would include the direct request for the window to be closed, whereas an off-record act would in other ways imply that it is the underlying wish of A that B closes the window. According to the figure, then, if A decides that the request has too high a level of threat to B's face, A will not say anything, but instead continue to be cold. If A decides that the threat is low enough, A will precede with the FTA, and then follows the evaluation of what strategy to use; on record or off record. An *off-record* strategy could be 'It is a little chilly in here.' An *on-record* strategy can be -without repressive action, baldly-, and A may say 'Close the window'. If A finds that this would be too great a threat to B's face, A may choose to use an on record strategy that has repressive action (i.e. it 'gives face' to the hearer), either with positive politeness or negative politeness. *Positive politeness* could be, 'Would you be a sweetheart and close the window?', the positive politeness strategy works to make B feel included, treated like a friend who is known and liked, *Negative politeness* could be 'If it is not too much trouble, and if you are not too warm, would you mind closing the window?', in this situation negative politeness strategy works to show a higher level of distance. This distance can be related to relative power (P) between the speaker and the hearer, the social distance (D) between them, and the ranking of the imposition (R) involved in doing the FTA (Brown & Levinson, 1987, p.74). The higher the distance, the more 'negative' the politeness strategy will be.

Most of the researches into politeness since the (1987) republication of Brown and Levinson's theory in books may be characterized as somehow related to Brown and Levinson's theory (Watts, 2003, p.98). However, various aspects of this theory have also been widely criticized but only sporadic attempts have been made to suggest alternative frameworks.

2.5 Politeness and Motivation

Wants that had been described by politeness theory have a clear motivational aspect; negative face corresponds to autonomy, and positive face corresponds somewhat to approval and self-esteem in managerial settings. Therefore, a speech act uttered by managers may affect subordinates depending on what politeness strategy the manager may use; positive politeness or negative politeness. The leader may use positive politeness for promoting the subordinate's positive face, and negative politeness for supporting the subordinate's negative face. Managers and leaders may use politeness strategies not only for minimizing the weightiness of face threatening acts, but also for indirectly supporting the subordinate's motivation.

In previous section different aspects of managers' linguistic strategies, specifically politeness was briefly introduced. However, if leader communication is seen as a conscious and strategic choice, a manager's linguistic choices should be able to adapt to specific situations in order to be as efficient leader as possible in each situation. Manager may either, depends on conscious and strategic choices, or on subconscious choices.

III.   Empirical Study

In this chapter will investigate if manager linguistic strategies affect motivation of subordinates. We will represent the data from two universities located in Homs, Syria as mentioned in chapter 1. Also we will analyze the data and test the hypothesis in this chapter.

The study will be performed in two steps;

First step; interview (open end questions) will be performed with 2 administrative managers from the two universities, Mr. Michael Layous from WIU & Mr. Kamel Ayoub from HPU.

Second step; will be a questionnaire passed to 12 employees, 6 from each university.

3.1 Data Analysis

The first section will include an analysis drawn from the results of the questionnaires that the researcher made with both administrative managers and subordinates at the two universities. Second section, will present the results from the interviews made with one manager from each university.

3.3.1 Results from the Questionnaires

The questionnaires represent different situation presented in six questions, distributed between the two universities, one manager and six employees from each university.

The researcher intended to put together the managers' and subordinates' replies for each situation to make the comparison easier.

Question (1) to Managers: A subordinate's work is not up to standard. In fact he/she is performing very poorly, and this needs to be addressed. Your supervisor is letting you know that unless your subordinate's work improves, he/she will be fired. What do you say to bring this up with him/her?

Table (1.a): Response to Question 1

Alternatives	Frequency	Percentage
a) "Your performance is not good enough. Unless something changes, I'm going to have to let you go."		
b) "I'm afraid we need to take a look at how you have been performing at work lately. We are going to have to make sure that your performance improves, otherwise I risk having to let you go."	2	%100
c) "I'm sorry to have to be the one to bring this up. I know you have been really pressured lately, and I fully understand that it affects your work. But I'm being directed to ask you to perform better at work, as I will otherwise be forced by management to let you go."		
d) Other:		

Based on table (1.a) the two managers have chosen alternative b), this answer indicates that managers seems to put a great important on positive politeness strategy and shows that manager and the subordinate are part of one team and need to address the problem together. According to this situation 100% of managers believe that the directive speech act is more effective than the assertive, or other.

Question (1) to Employees: Your work has not been up to standard lately. Your manager is letting you know that unless your work improves, you will be fired. Which of the below alternatives of your manager's communication with you would motivate you most to improve your effort?

Table (1.b): Response to Question 1

Alternatives	Frequency	Percentage
a) "Your performance is not good enough. Unless something changes, I'm going to have to let you go".	1	8.33%
b) "I'm afraid we need to take a look at how you have been performing at work lately. We are going to have to make sure that your performance improves, otherwise I risk having to let you go"	9	75%
c) "I'm sorry to have to be the one to bring this up. I know you have been really pressured lately, and I fully understand that it affects your work. But I'm being directed to ask you to perform better at work, as I will otherwise be forced by management to let you go".	2	16.66%
d) Other		

Based on table (1.b) 8.33% of employees chose alternative a) they preferred the on record, without redressive action, and bald way, this percent of employees respond to the assertive speech act. Also 16.66% choose the alternative c) an on record, with redressive action, and negative politeness which implies a higher level of distance that works most effectively in autocratic structure. We can notice from both the managers and employees' side preferred the alternative b). Here about 75% of the employees preferred positive politeness strategy, and they believe that directive speech act is more effective than the assertive, or other.

Question (2) to Managers: You want your subordinate to make a phone call for you to get some information for you. How do express to your subordinate that you want him/her to do this?

Table (2.a): Response to Question 2

Alternatives	Frequency	Percentage
a) "Call and find out if ...!"	1	100%
b) "Could do me a favor and call to find out if…"		
c) "When you get a chance, would you mind calling to find out…?"	1	100%
d) Other:		

Based on table (2.a) one manager chose a) on record, without redressive action, and bald way, he believe that an assertive speech act is more effective than directive speech act. The other manager chose c) which represents an on record, with redressive action and negative politeness strategy according to this managers believe that directive speech act is more effective.

Question (2) to Employees: Your manager wants you to make a phone call for him/her to get some information. Which of the below alternatives of your manager's communication with you would motivate you most to get the phone call made and the information retrieved?

Table (2.b): Response to Question 2

Alternatives	Frequency	Percentage
a) "Call and find out if ...!"		
b) "Could do me a favor and call to find out if…"	2	16.66%
c) "When you get a chance, would you mind calling to find out…"	10	83.33%
d) Other:		

Based on table (2.b) 16.66% of employees chose b), which uses positive politeness (the informal phrasing 'do me a favor') and less distance than alternative c). 83.33% of the employees show a clear preference for alternative c), which suggests that a directive of this kind is accepted the best if it is embedded with negative politeness.

Question (3) to Managers: A subordinate has made a decision he/she was not authorized to make. How do you tell him/her to not do this again?

Table (3.a): Response to Question 3

Alternatives	Frequency	Percentage
a) "Don't ever do that again!"		
b) "I understand you did what you thought was best. However, the decision was not yours to make. Please come to me next time you find yourself facing decisions like this, and I'll make the decision."	1	50%
c) "I must ask you to check with me first next time."	1	50%
d) Other:		

Based on table (3.a) none of the managers chose the alternative a) the assertive speech act. One manager chose alternative b) the bald without redressive action to put limit to the employee and to make him feel guilty but in polite way and not in aggressive way, and the other chose the alternative c) with the greatest distance and with their assurance that they realize that the subordinate did what they thought was best.

Question (3) to Employees: In a particular situation, you made a decision you were not authorized to make. Your manager is telling you not do this again. Which of the below alternatives of your manager's communication with you would motivate you most to not make another decision you are not authorized to make?

Table (3.b): Response to Question 3

Alternatives	Frequency	Percentage
a) "Don't ever do that again!"		
b) "I understand you did what you thought was best. However, the decision was not yours to make. Please come to me next time you find yourself facing decisions like this, and I'll make the decision."	3	25%
c) "I must ask you to check with me first next time."	9	75%
d) Other:		

Based on table (3.b) none of the employees chose alternative a) the assertive speech acts. The majority of the employees about 75% chose alternative c) the alternative where the directive speech acts with some redressive action is preferred and where a manager will be most successful in motivating subordinates, in this situation the manager expressed an understanding of why the subordinates did what he/she did, and expressing trust that the subordinate did the best he/she could. About 25% of employees choose the alternative b).

Question (4) to Managers: You need a subordinate to make a large amount of copies. How do you express to your subordinate what you want him/her to do?

Table (4.a): Response to Question 4

Alternatives	Frequency	Percentage
a) Copy this right away!	1	50%
b) I need these to be copied as soon as possible.	1	50%
c) I know you are really busy right now, and I'm sorry to have to interrupt what you are doing, but I really need these to be copied for a meeting today, and I would really appreciate if you could get the copies to me as soon as possible.		
d) Other:		

We can notice that this situation similar to situation (2). Based on table (4.a) one manager chose alternative a) the assertive speech act believing that this is more effective than the directive speech act, and the other manager chose b) the less direct and negative politeness strategy.

Question (4) to Employees: your manager needs a large amount of copies. Which of the below alternatives of your manager's communication with you would motivate you most to get the copies made fast?

Table (4.b): Response to Question 4

Alternatives	Frequency	Percentage
a) Copy this right away!		
b) I need these to be copied as soon as possible.	5	41.66%
c) I know you are really busy right now, and I'm sorry to have to interrupt what you are doing, but I really need these to be copied for a meeting today, and I would really appreciate if you could get the copies to me as soon as possible.	7	58.33%
d) Other:		

Based on table (4.b) about 58.33% of employees chose c) they prefer the directive with high degree of negative politeness, but we should notice that more subordinates chose alternative b) -about 41.66%-, for this situation (compared to situation 2) this indicate that too much redressive action may not be the best approach.

Question (5) to Managers: Results show that productivity in your group has gone up lately and in a meeting with the entire group, you are informing your subordinates. You also praise their hard work and note that you want to keep the positive trend going. What do you say?

Table (5.a): Response to Question 5

Alternatives	Frequency	Percentage
a) "Our productivity has gone up. Good job everyone! What do you think we can do to keep increasing productivity? Any ideas?"	2	100%
b) "The latest statistics show that productivity has increased. Keep up the good work. I would like to see productivity increase even more."		
c) "This group has increased its productivity. This is very positive and shows proof of hard work. I would like to see the group work even harder, and increase productivity even more".		
d) Other:		

Based on table (5.a) the two managers lean towards alternative a) the directive speech act with a high level of positive politeness as it includes the word "our" and encourages subordinates participation by contributing with ideas.

Question (5) to Employees: Results show that productivity in your group has gone up lately and in a meeting with the entire group, your manager is informing you of this. He/she also praises your group's hard work and notes that he/she wants to keep the positive trend going. Which of the below alternatives of your manager's communication with you would motivate you most to work even harder?

Table (5.b): Response to Question 5

Alternatives	Frequency	Percentage
a) "Our productivity has gone up. Good job everyone! What do you think we can do to keep increasing productivity? Any ideas?"	11	91.66%
b) "The latest statistics show that productivity has increased. Keep up the good work. I would like to see productivity increase even more."		
c) "This group has increased its productivity. This is very positive and shows proof of hard work. I would like to see the group work even harder, and increase productivity even more."	1	8.33%
d) Other:		

Based on table (5.b) the majority of employees 91% of them chose a) the directive speech act, with positive politeness strategy, they seem to be most motivated when they feel included in the team due to the use of words such as "our" and "we" . Only about 8.33% of the employees chose alternative c) negative politeness strategy the one with high level distance.

Question (6) to Managers: How do you greet a subordinate that has returned to work after some time away?

Table (6.a): Response to Question 6

Alternatives	Frequency	Percentage
a) "It's good to have you back! We've missed you! How have you been?"	2	100%
b) "Welcome back. Are you ready to get to work?"		
c) "Hello"		
d) Other:		

Based on table (6.a) the two managers chose alternative a) positive politeness strategy, that shows care and interests in how the employee is doing, and that the employee is an important and needed part of the work group.

Question (6) to Employees: You have been away from work for some time. Which of the below alternatives of your manager's communication with you would motivate you most to start working again?

Table (6.b): Response to Question 6

Alternatives	Frequency	Percentage
a) "It's good to have you back! We've missed you! How have you been?"	10	83.33%
b) "Welcome back. Are you ready to get to work?"	2	16.66%
c) "Hello."		
d) Other:		

presented situations where subordinates received praise (situation 5) and where subordinates were being welcomed back to work (situation 6). Both situations showed great evidence that subordinates' motivation is best affected if managers choose positive politeness strategies that include subordinates in the work group and invite them to participate actively in improving productivity. On the other hand in situations (2, 3 & 4) an orders were given stated that a negative politeness strategy would motivate them the most to get their work done. This suggests that subordinates in general have a high level of independency and are not motivated as much if a manager chooses a more assertive, on record and bold politeness strategy without repressive action.

3.3.2 Results from Managers Interview
The researcher intended to not show explicitly the results to which university related because the aim of research is not to give comparison between the two universities. (See appendix 3).
• When we asked them about what type of leadership strategy they prefer autocratic, democratic or laissez-fair, one manager said that he prefers the democratic and the other said that in his opinion the autocratic style is more effective but if it has been implemented in the right way. But on the other hand they both agreed that the available potentials in present conditions can't help them to apply any of this style consistently and take it as a standard in every day work, so they are used the both styles depending on what the situation require.
• Both managers when the researcher asked them about what type of linguistic strategy and speech act theory they use when dealing with subordinates, they illustrate that it differ depending on what type of employees they are dealing with; one manager said that some employees become more effective when we speak to them in assertive way without repressive action (this manager was the one who preferred the autocratic style of leadership), but the other manager said that the majority of subordinates do not fit with this kind of speech act they need some of repressive action which varies between positive and negative politeness depending on the employee whom we are dealing with (this manager was the one who preferred the democratic style of leadership).
• Although they both agreed that using politeness affect employee's motivation. One manager said that he is not using that much of politeness when communicating with his subordinates, that manager was the one who preferred the autocratic style of leadership.
After doing the interviews, we believe that there is a link between managers' style of leadership, i.e. Autocratic, Democratic, and Laissez-faire, and the level of politeness used in linguistic speech act, assertive, directive.

3.2 Testing the Hypothesis
Hypothesis One: Assertive and directive linguistic strategy applied in all styles of leadership. The research showed particularly the interviews with managers, that assertive speech act can be linked to autocratic style of leadership, and directive speech act can be linked to democratic style of leadership, but the laissez-fair style is not involve in any of those speech act. According to this, we reject hypothesis one. We should be aware that the assertive or directive speech act is practically applied in both autocratic and democratic style of leadership but in our research and according to the result we had from the interview we made this classification.
Hypothesis Two: Assertive linguistic strategy in autocratic style of leadership with negative politeness leads to employee's motivation.
The research proves that an Autocratic leader is more likely to use an on-record, without redressive action and bald politeness strategy, which mean there is no use of positive or negative politeness strategy. Therefore, we reject hypothesis two.
Hypothesis Three: Directive linguistic strategy in Democratic style of leadership with positive politeness leads to employee's motivation.
A Democratic leader is more likely to choose an on-record, with redressive action, and with either positive or negative politeness strategy. We should keep in mind that negative politeness is more preferred. Thus, we accept hypothesis three.
Hypothesis four: Laissez-fair style of leadership with either positive or negative politeness leads to employee's motivation
First we should know as we mentioned in (section 2.2.2) that in this style of leadership, generally leaders give their employees complete freedom to make decisions and complete their work in whatever way they see fit, so there is no assertive or directive speech act or orders. According to this managers may either; 'Do not do the

FTA', or 'do FTA' and off-record, that's mean managers may neither use positive politeness nor negative politeness, and has neither positive nor negative effect on employee's motivation. So we reject hypothesis four.

IV.   Conclusions And Recommendations

4.1 Conclusions

The main aim of this research was to investigate if politeness and managers' linguistic strategies affect the motivation of subordinates. In order to do so, we aimed to identify the politeness strategies and, explore the effects of politeness strategies and speech act theories on subordinates. Therefore the conclusions of this research can be presented in the following points:

1. The results showed that in democratic style of leadership managers tend to use directive speech act, and 'do the FTA', on record, with positive or negative politeness strategy with some redressive action. In all three questions (2, 3, & 4) subordinates stated that a negative politeness strategy would motivate them the most to get their work done, implies that negative politeness strategies are preferred to positive politeness strategies when directive speech acts are used and ordinary orders are given, but when subjecting a subordinate to a situation with such a high degree of threat the positive politeness is more preferred.
2. Otherwise, in autocratic style of leadership manager tend to use assertive speech act, and 'do the FTA', on record without redressive action, baldly. This kind of communicating is not desired from the employees even if the subordinate are subjecting to a situation with such a lesser degree of threat.
3. In case of laissez-fair style of leadership, managers give their employees complete freedom to make decisions and complete their work in whatever way they see fit so there is no assertive or directive speech act or orders. According to this they have two choices; either to 'do the FTA' and off-record (e.g. the manager say 'this papers need to be copied' and don't care if his/her followers act to make the copies), or 'don't do the FTA' preferred to don't do or say anything.
4. The results from the interviews showed that managers do believe that politeness strategies affect subordinates' motivation. However, different situations and different individuals need different politeness strategies to create the highest level of subordinates' motivation.
5. Finally, awareness that positive politeness applied when there are no formal relationships and when there is no distance between the manager and their subordinates. Whereas negative politeness strategy works when there is a higher level of distance and formality.

4.2 Recommendations

After achieving the results by testing the hypothesis, we can recommend that:

1. Some redressive action is always appropriate in managing the subordinates, thus, the two managers should take this into consideration.

2. Both administrative managers in the two universities should not only use democratic style, but also an autocratic style pending the situation.

3. They should stay away from laissez-fair style of management because it's ineffective leadership style.

This research studied the politeness and speech strategies used by management to motivate the employees. Other subject such as the role of transformational and charismatic style of leadership in motivating employees is subject to future studies.

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