Motivation 101: A Guide for Public Servants   School of Public Administration

Spring 2018

Part 1: Foundational Theories of Human Motivation

Joy Johnson
University of Central Florida

Marthaly Irizarry
University of Central Florida

Nhu Nguyen
University of Central Florida

Peter Maloney
University of Central Florida

Recommended Citation
Johnson, Joy; Irizarry, Marthaly; Nguyen, Nhu; and Maloney, Peter, "Part 1: Foundational Theories of Human Motivation" (2018). *Motivation 101: A Guide for Public Servants*. 1.
https://stars.library.ucf.edu/motivationforpublicservants/1

Foundational Theories of Human Motivation

Joy Johnson, Marthaly Irizarry, Nhu Nguyen, and Peter Maloney

University of Central Florida

Table of Content

Introduction

The concept of Motivation Theories has been established for hundreds of years. Early theorists who contributed to this area of study mainly focused on the biological derivatives of humans, and sought to assess solely how these factors had an inherent effect on motivation. However, it was not until the 1940's in which a true study of behavioral perceptions and characteristics served to negate elements of these theoretical premises in the world of social science. Foundational theories have helped to create a base level of knowledge in behavioral studies for theorists and practitioners over multi-disciplinary fields. Their importance is inherent based on the reasoning that foundational motivation theories uncover the "how" and "why" of intrinsic behavior-helping theorists understand the way humans respond to situations.

In this chapter we will discuss on four foundational theories of motivation which include: Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, McClelland's Three Needs Theory, and McGregor's Theory X, Theory Y. All of these theories help point to the goals, morals, interest, choices and human perceptions which contribute to implications of individual behavior. The theories are also inherently connected to each other in many ways based on the timeline in which they were conceived, and the influence which numerous theorists had on each other's work throughout the scope of history. For example, Maslow's Hierarchy of needs influenced the Herzberg's work during the same time period, based on the fact that they both agreed upon the existence of physiological needs and self-fulfillment in motivation.

Even further proving these theoretical connections is the fact that McClelland's Three Needs Theory was influenced by both Maslow's Hierarchy, and Herzberg's achievement level model. Although these theorists did not always directly agree on every element or application of other foundational theories, it is observably apparent they were able to find mutual levels of

respect and reverence towards one another's work. The theoretical shift which contributed to the development of these foundational theories, has allowed the theorists behind them to make ground-breaking discoveries. These contributions to the field of social science have led to their application in the public sector, and provided a foundation for future motivation theories for several years preceding their origination.

Scenario

Nellie has been working at Scranton, Pennsylvania Department of Parks and Recreation for 2 weeks as Parks Manager. She initially applied to be for the director position but got rejected. Nellie simply wanted to the title and pay raise; she has no interest in parks and recreation. She is often late to work and does not offer any valuable ideas at work meetings. She recently split from her long-time partner and is still in the process of moving from Tallahassee, Florida. She recently complains about the hostile work situation to HR and her colleagues do not seem to get along well with her.

Pam has worked at the front desk of Scranton DPR for 7 years. Although Pam's salary is not high, she has a minimalist lifestyle and does not desire a bigger paycheck. She recently applied for the recreation coordinator position but got rejected. Pam shared with her colleagues that she's planning to quit soon while looking for other opportunities. The Department is under a hiring freeze; therefore, nobody will replace Pam as a receptionist.

Jim has also been at Scranton DPR for 7 years. He thrives at his job and gets along well with everyone at the Department. Nevertheless, Jim is unhappy with the incompetence of his supervisor. He recently discovered that he is not getting a raise this year despite his excellent work performance score. Jim is planning to apply for a new position in Philadelphia. If Jim leaves, Scranton DPR will lose one of its most valuable employees.

Dwight is a stellar worker. Dwight is happy with his salary and rarely complains about the work condition. He has the highest performance score at the Department and is shadowing the Parks

and Recreation Director - Robert California. Dwight is taking the position as Robert is leaving in

3 weeks. What should Dwight do?

Maslow's Hierarchy of Needs

Definition of Theory

Maslow's Hierarchy of Needs is a "concept of a hierarchy of needs… [which creates a] central organizing principle in Abraham Maslow's theory of human motivation" (Aanstoos, 2016, p. 1). Maslow believed that humans inherently have motivations systems which operate separately from the appeal of rewards or desires which are beyond our control (McLeod, 2013). His idea was "that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfil the next one, and so on." (McLeod, 2013, p. 2). As a revolutionary theorist of his time, Maslow deemed that people prioritize certain needs, and motivations (used to fulfill those needs) above others; sequentially creating a cycle of needs fulfillment in order to reach higher level(s) of growth and whole, self-actualization.

McLeod (2013) describes the common depiction of Maslow's model of human needs taking the form of a five-level pyramid, containing these hierarchical levels: Physiological (food, water, etc.); Safety (shelter, security); Belonging-ness and love (friendship, trust, group affiliation); Esteem (prestige, respect, achievement); and Self-actualization (growth, fulfillment, creativity) (p. 2). Each level of Maslow's needs assessment has a differing amount of importance and prominence which enriches its' validity towards the purpose of this theory. These needs levels are purposely listed in a specific method, ordering them from lower "deficiency" needs (i.e.-the first four levels), to higher "growth" needs (the top, fifth level) (McLeod, 2013, p. 2). This is seen in Figure 1, which shows the classic, pyramid model of Maslow's needs assessment.

Figure 1 "*Maslow's hierarchy of needs*". (Aanstoos, 2013). Salem Press Encyclopedia of Health.

Maslow made a point to specifically highlight the importance of the varying levels of motivation in his theory. Author, Christopher Aanstoos (2016) discusses how this intentional ordering is rooted in the idea "that there is no final satiation point at which the person is no longer motivated, but rather that as a particular motivation is sufficiently gratified, another, higher motive will emerge more prominently." (p. 1). This basically presents the idea that once an individual has exerted enough energy to motivate themselves towards meeting a certain need, they will feel fulfilled enough to move on to the next motivation need level.

With Maslow's hierarchy being in the vein of Psychology, his goal was to study human motives in order to understand what helps people set goals towards a higher level of achievement, or satisfaction in life. Unlike other behavioral studies of the time, Abraham Maslow decided to take a closer look at "the human dimensions of motivation" (Aanstoos, 2016, p. 1). This helped to point to a collection of factors needed to create an entire, developed sense of self, and the motivation towards goals which resulted from it. Similar to other renowned theorists

throughout history, Maslow took a chance to become an outlier in his field- using his profound insight to challenge the status quo, and stand out amongst his peers.

Background - Historical Context

Acknowledged as one of the earliest forms of Motivation theory, 'Maslow's' has been recognized across a multi-disciplinary scale- spanning from works in Sociology, Psychology and other social sciences fields. Beginning in the 1940's Abraham Maslow sought to do a differential series of motivation studies (Aanstoos, 2016, p. 1). Although his peers in the Psychology field mainly focused on isolated studies of essential needs (such as hunger), Maslow felt that the spectrum of human needs provided a greater, extended level of study and assessment. Therefore, he began studying human motives and the goals which motivate us. His studies consisted of a series of observational and clinical findings pointing to the multiple level needs assessment pyramid people widely-know today. His findings throughout the 1940's and 50's were ultimately published "in Psychological Review in 1943" (Aanstoos, 2016, p. 1). Later in life he continued his work on these motivation theories for decades, and the extended levels of "self-actualization" in human development.

The progression of individuals in Maslow's model was initially claimed to be strictly sequential and vertical for all moving through it (and essentially throughout life). Maslow (1943) explained this saying, "once other (and "higher") needs emerge... these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still "higher") needs emerge and so on. This is what we mean by saying that the basic human needs are organized into a hierarchy of relative prepotency." (p. 375). Interestingly enough, the level which an individual is at on the pyramid of needs is what highly determines their level of motivation to fulfill such a need.

Unexpectedly, this happens in a reversed set of ways. For example, in the first four levels (deemed as "deficiency needs") a pattern has been observed in which -the longer one stays at a certain level-the higher their motivation will be to continue moving up to the next level. McLeod (2013) gives the example of a person suffering to meet needs at the physiological level. Simply stated, he says, "The longer a person goes without food the more hungry they will become." (McLeod, 2013, p. 2). However once this lower level need is fulfilled as sufficiently as possible, the motivation to continue striving for it will significantly decrease- and individuals will feel content enough to move on to higher levels in the hierarchy.

This is a somewhat inverse pattern to that which occurs at higher levels of self-actualization (aka "growth needs"). Maslow's (1943) famous quote regarding Self-actualization states that, "[even] if all these...[deficiency] needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what he is fitted for... What a man can be, he must be. This need we may call self-actualization." (p. 382-383). This higher calling to fulfill personal "growth" needs is one which Maslow refers to as "a continual process of becoming rather than a perfect state one reaches of a 'happy ever after'" (McLeod, 2013, p. 5). Captivating the ultimate level of Self-actualization is something which Maslow admitted most people would never achieve. Some reasoning for this was because he realized, after his initial formulation of the theory that issues and unexpected occurrences in people's lives were to be factored into how successful they could be at lower levels. In addition to this, the extensive process of gaining self-actualization was really a life-long process.

McLeod (2017) discusses how "growth needs continue to be felt and may even become stronger once they have been engaged" (p. 1). This statement is significant because it demonstrates how the level of difficulty in meeting higher level needs only increases as one

moves up Maslow's hierarchy. This pattern in reaching coherent motivation levels is logical based on the fact that self-actualization needs are well-known for being more difficult to obtain. One author describes this needs-level saying, "this actualizing comes from one tapping into his or her inner deeper nature that needs to transcend external controls and become authentically manifest." (Broomé, 2017, p. 399). According to Maslow, this process of cannot be fulfilled until a person finds a creative activity they are truly passionate about, which fills them wholly as a person. Essentially, it goes back to Maslow's earlier statement in which a person finally achieves the advent of "[w]hat a man can be, he must be." (Maslow, 1943, p. 382-383).

Another aspect of Maslow's theory which was revised over time was the idea of reaching complete satiation at each hierarchal level. To provide an example of what Aanstoos (2016) refers to as each level having "no final satiation point", a reference to the Physiological, or Belonging level can be made (p. 1). When Maslow designated Physiological needs as one of the assessment levels it was aimed at meeting biological needs such as food, water, and proper rest. While it may seem easier to fully satiate individual needs at this level, based on Maslow's theory it would be considered a "false impression that a need... [would be] satisfied 100 percent before the next need emerges" (McLeod, 2017, p. 1). For example, a basic physiological need could be food. Obviously, if a person were to simply eat a meal, or sustain a consistent method of providing food for themselves (or their family)-this need would pretty much be met. One would assume that this individual could stop exerting motivation towards fulfilling this need, and move on towards retaining long-lasting "Security". However, according to Maslow, fulfilling food needs would still never be satiated, and there would always be something left to be desired. An extension of motivations towards meeting this need could come in the form an individual not

solely providing food, but striving to make a greater income in order to buy better quality or healthier food options.

Another example of this on a "Belonging-ness and Love" level would be achieving the overall feeling of being accepted by friends, family, coworkers, and so on. Even once a person has reached a sound level of feeling trust and belonging by the main social groups in their life, there will always be the inevitable introduction of new friends, family, and coworkers solely based on evolutionary life changes. This could come as a result of new marriages within one's extended family, a new job, or other life factors which individuals often have no control over. Any number of these new additions would add to a person's continued motivation towards creating trusting relationships or established connections of accepted-ness amongst these new peers. Although people would most likely feel less pressured to put equal amounts of motivation towards building these (seemingly) more minor relationships, (and could move on to higher needs-levels) it would still serve to prove that the "Belonging-ness" need was not fully satisfied. Although their most basic motivation of this goal may be met there is always a way to improve one's quality of life in all needs-assessment areas. Therefore, Maslow's later clarification of the non-existence of full needs-assessment satiation is true.

Throughout the 1950's, 60's and 70's Maslow continued his human-motivation studies, making revisions accordingly to the needs-hierarchy theory. This process consisted of re-evaluating ideas from the original theory, and extending the top, "growth" needs. One previously mentioned example from this process was Maslow's realization that complete satiation at any needs level is not actually possible. Another realization which emerged was that people progressed and regressed through the model at different speeds, and in differing directions. Maslow realized that while people all desire to progress through the model sequentially and

successfully, this is not always the reality. McLeod (2013) discusses how progress can be stunted

or reversed due to life experiences (i.e.-birth of new child, death of spouse, financial hardship,

etc.) which create an inability to fulfill needs at lower levels. Maslow's last major realization in

1987 was that human behavior can derive from myriad motivations aimed at fulfilling needs at

any one level (McLeod, 2017).

One of the most notable revisions to Maslow's theory in later years was the extension of

the "growth" needs and elements of Self-actualization. While the implications of needs-

assessments in the primary four levels of the pyramid (aka the "deficiency" needs) sustained

throughout the decades, Maslow felt intrigued to expand upon the Self-actualization motivation

level. Most reasoning for this was based on his contemplation of the progression of "people who

are very healthy psychologically… [whose] experience is not structured by a sense of lack."

(Aanstoos, 2016, p. 1). Basically, Maslow realized that individuals who are sufficiently satisfied

in basic needs can comfortably move their motivations higher towards Self-actualization.

Aanstoos (2016) efficiently describes Maslow's definition of Self-actualization, noting

that it is "an 'ongoing tendency toward actualizing potentials, capacities and talents…of the

person's own intrinsic nature.'" (p. 1). Self-actualization can be a difficult needs level to

describe, due to the fact that it involves identifying personal growth attributes (which can

obviously differ between individuals). Although attainment of this needs level seems simple,

Maslow deems it much more difficult than achieving motivational levels for "deficiency needs"

(which requires simply fulfilling deficits). This is due to the fact that obtaining Self-actualization

requires mentally realizing one's potential, and pursuing personal growth in order "'to become

everything one is capable of becoming'" (McLeod, 2017, p. 1). The most important point to

recognize about Self-actualization, is that it is a continual process (not static) of finding meaning

in life's experiences. The feelings of joy which result from a person discovering what is most important to them in life is what signifies that this level of motivation has been achieved (McLeod, 2017).

As a result of Maslow's extended thinking towards Self-actualization, he discovered three more "growth" needs levels which he later added to the hierarchy pyramid model. McLeod (2017) notes that these levels were sequentially added in the 1960's and 70's as follows: Revised Level 5- Cognitive needs (i.e.-knowledge, curiosity and understanding); Level 6- Aesthetic needs ("appreciation and search for beauty, balance, form" [p. 1]); Level 7 (same as previously)- Self-actualization; and lastly, Level 8- Transcendence needs (motivation reaching beyond person ideals- experiences with nature, sex, science, religion, and so on). These additions can be seen on Figure 2, as they served to extend the chart to eight levels rather than the initial five levels of motivational needs created by Maslow. The purpose of these extensions was to show that the motivations around Self-actualization are indeed a process- not simply a fairy-tale ending which is easily achieved.
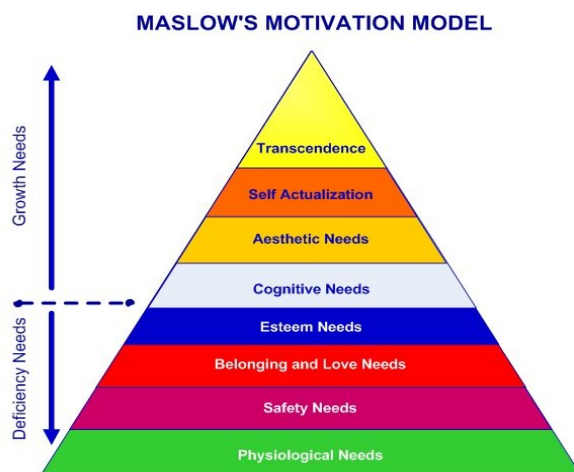

Figure 2. "Maslow's Hierarchy of Needs". (McLeod, 2017). Retrieved from https://simplypsychology.org

One interesting aspect regarding his newer developments to Self-actualization, is that Maslow made a point to select individuals for his studies who were deemed exceptional human beings. Some of these were historical figures (such as Albert Einstein, and Vincent Van Gogh) who he perceived to have reached their fullest potential (or Self-actualization) during their lifetime (McLeod, 2017). By using these people as an example, he was able to point out over "thirteen specific observable characteristics of such self-actualizing people, including being more perceptive, [...] accepting of the self and others, more spontaneous, […] autonomous, […] creative, and having a richer emotional life and more frequent peak experiences." (Aanstoos, 2016, p. 1). According to McLeod (2013), the comprehensive list of self-actualization characteristics found from Maslow's 18 person study are as follows:

"1. They perceive reality efficiently and can tolerate uncertainty;

2. Accept themselves and others for what they are;

3. Spontaneous in thought and action;

4. Problem-centered (not self-centered);

5. Unusual sense of humor;

6. Able to look at life objectively;

7. Highly creative;

8. Resistant to enculturation, but not purposely unconventional;

9. Concerned for the welfare of humanity;

10. Capable of deep appreciation of basic life-experience;

11. Establish deep satisfying interpersonal relationships with a few people;

12. Peak experiences;

13. Need for privacy;

14. Democratic attitudes;

15. Strong moral/ethical standards." (p. 5).

Although this may not be a comprehensive list of all self-actualized characteristics which individuals in this category have, it is pretty comprehensive of those which they normally have in common. The purpose of distinguishing these types of people (famous or not) is to show that self-actualized individuals are ones who work hard to hone in on their physical talents, as well as the hard-fought motivations needed to think and act as an outlier.

How It's Been Used

Maslow's Hierarchy of needs is a motivation theory which capitalizes on the idea of achieved levels of human needs assessment. The idea of Motivation theories capitalizes on the ideal that people feel an inherent form of accountability within themselves to fulfill personal responsibilities and needs in their lives. Maslow's hierarchy of needs not only served to revise how theorists studied human motivation theories, but it also influenced the emergence of another psychological field. By extending his theory to include greater levels "growth" needs (or self-actualization) Maslow was able to influence "the focus of an emerging paradigm, known as humanistic psychology" (Aanstoos, 2016, p. 1). This paradigm became the study of numerous other psychologists (such as Carl L. Rogers) whose work influenced the renewed focus on personal growth.

However, what most people are unaware of, is a claim by author, Rodger E. Broomé, that Maslow's Hierarchy of Needs theory is highly influenced by morals and ethics he found through observational studies of the Blackfoot Native American tribe in the 1930's (Broomé, 2017). The author discusses the origins of his needs-assessment level theory, and how Maslow gained influence for its creation based on the ideals of Native American tribal leaders. After he received training to become a behavioral scientist Maslow gained knowledge on the falsity of Native American stereotypes, and the many aspects of their culture which he found appealing to his study (Broomé, 2017). However, the reasoning behind Maslow's covert actions, of concealing the Blackfoot Tribe as his influence, was due to the negative stereotypes facing the Native American culture at the time. Due the fact that Maslow wanted his work to be respected and taken seriously, he opted to leave out the information which would have accredited the Tribe (Broomé, 2017).

Even with Maslow being cited for hiding his influence from the Blackfoot Tribe, Broomé (2017) clarifies that his application of their ideals was incorrectly done according to Tribal leaders. The author makes a statement saying, "It is not known whether it was the positivistic perspectives he held throughout his life or that he simply did not really understand, but Blackfoot elders...point out that Maslow's hierarchy is upside down" (Broomé, 2017, p. 399). Basically, the Tribal leaders believed in a reversed version of Maslow's hierarchy in which providing for people's basic needs should be at the top of the pyramid, not the bottom (Broomé, 2017). This idea of prioritizing the needs of the people translated into other levels of the hierarchy as well. Broomé (2017) identifies how Maslow coined the term of "Self-actualization" in individuals, and how it denotes a person finding their "best way of being" (p. 399). The author notes that, "Maslow's later work focused on the higher values and potentialities of humanity: peak

experiences, higher consciousness, and the "right-tale outlier" achievers" (Broomé, 2017, p. 399). However, in contrast somewhat, the tribal leaders believed that actualization is always for the benefit of others." (Broomé, 2017, p. 399). This verifies that, even with the eventual success which Maslow received in praise for his theory, the initial, intended influence of the Blackfoot Tribe was really captured in his depiction of their ideological aims.

Once again, Maslow's work was revolutionary in shifting the focus of studies being done by other psychologists of the time. The most significant difference between humanistic psychology and past studies was that it no longer focused on negative aspects of human progression and growth- such as disease and downfall (Aanstoos, 2016). Rather it focused "on themes of personal enrichment and fulfillment, and of living an intrinsically meaningful life." (Aanstoos, 2016, p. 1). Maslow's work in the field of humanistic psychology even fostered the emergence of a landmark book publication, named *Toward a Psychology of Being*, which proceeded to infiltrate other fields of psychology as well (Aanstoos, 2016).

Besides his influence in the field of psychology, Maslow's hierarchy of needs has proven the ability to be applied in numerous other academic disciplines, as well as other professional sectors. The idea of a hierarchy of human needs-assessment is a concept which managers, teachers, CEO's, and leaders from both private, and public sectors can glean from. Although the idea of the hierarchy can be oversimplified at times, it also allows for bosses to implement creative strategies for utilizing it in the workplace. Overall, Maslow's purpose was to create a concept which allowed people to use their self-actualization creatively towards passions which they find to be most important in life. Therefore, this form of oversimplification can still serve to help individuals and professionals alike, reach that goal.

Apply Back To the Scenario

Maslow's Hierarchy of Needs is very applicable to the scenario presented. For one, all the different employees listed are at different levels of motivation in the pyramid. While some are sufficiently satisfied in their baseline needs (such as Pam and Dwight), others desire greater salaries or pay raises (such as Jim and Nellie). Another level of Maslow's hierarchy at which many employees are suffering to find motivation for is Esteem needs. Many employees are noted in the scenario as being in the process of applying for other employment or positions while in their current position- I.e.- Pam, Jim, Nellie, etc. Their desire for achievement or solely prestige (in Nellie's case) is not being fulfilled in their current working situation. All of these factors and lacking needs contribute to decreased motivation for their jobs, and could ultimately cause the company to suffer.

While many attributes of the theory are noted above, another part of Maslow's Hierarchy of Needs which was not pinpointed was the Belonging-ness and Love need. The employee named Nellie is noted as reporting to HR because "her colleagues do not seem to get along well with her". However, with the personal issues she is facing as well, (due to splitting up with her long-distance partner) it is no surprise that she is suffering from belonging and love needs. A contemporary study of Maslow's Hierarchy of Needs cited the need to change the characteristics of the model in order to meet modern needs levels amongst most individuals nowadays. Kenrick (2017) talks about how "The renovated pyramid is based on evolutionary life history theory... [where] animals allocate their resources across the lifespan...given the constraints of their species and the typical ecological pressures they confront." (p. 519). This is correspondent with Maslow's earlier ideas that humans will try to facilitate physical, bodily needs before moving on to actions which satisfy belonging needs.

The author also discusses another change in which Maslow's level of self-actualization is moved to the lower level of esteem needs based on research which said it is not as different from other social motives (Kenrick, 2017). Interestingly enough, this rearrangement (seen in Figure 3 of the article) put "Parenting" at the top of the pyramid instead based on the fact that the author believes these types of personal achievements will fulfill individuals to their highest level of being instead (Kenrick, 2017). Based on this re-evolution of Maslow's Hierarchy it is inherently apparent why Nellie's personal issues in the scenario are a prominent example for issues facing today's work-force. Essentially, with the help of a helpful HR manager, her inclusivity issues with her co-workers should not be happening anymore. Also, many people would believe that her personal relationship issues should not impede on the effectiveness of her job.

However, based on these recent updates to Maslow's theory, it is apparent that she cannot fully achieve her needs until these personal issues in life can be resolved. The HR Manager should be working to help Nellie feel more integrated into the workplace culture, and feel a sense of inclusiveness amongst her coworkers. Having these feelings of acceptance from this would meet her needs level, and most likely increase her positive attitude towards work responsibilities as well.

How Theory Can Be Used In Public Sector

Whether responsibilities stem from personal or work purposes, it is thought by many, past theorist that the motives and effectiveness behind motivation are much more satisfying when they come from interpersonal influences. Maslow's hierarchy of needs relates to this ideal, based on the idea that people are self-motivated to move from one level of criteria to the next, based on whether a certain need has been fulfilled. Maslow's theory encompasses the well-known idiom that, "You cannot help others, until you help yourself". This is basically the idea

that we cannot be productive in external pursuits for others, until we have mastered the pursuit of fulfilling personal needs, and becoming a self-actualized individual.

A public study regarding the possibility of continued attrition in low-income individuals sought to study how Maslow's hierarchy of needs impacted these children and families over a 10-year span. The continued process of wearing down these individual's strength and overall ability to handle life's issues was measured as a quantitative factor. The correlation to Maslow's Hierarchy was in the advent of measuring elements such as stable housing, single-parent household status, and involvement in food or child welfare programs as physiological needs (Ginn, et. al, 2017). The results of the study found that families whose hierarchal needs (based on Maslow's model) were not met definitely suffered from more attrition (Ginn, et. al, 2017). The inability to meet these needs created a lack of individual development which was unmatched. This proves the point that individuals must take care of their own, basic needs before attempting to reach greater needs for others (such as their entire family). However, at times, people do not have a choice in the matter, and must try to do both at the same time.

This idea holds true in the professional world as well. In the world of human resources the tasks set before managers is not usually to address the working habits of well-acclimated individuals. Rather, most HR problems stem from individuals who are unsatisfied personally in their basic needs. While it can be difficult to address an individual's personal motivational needs assessments, HR Managers can employ certain methods to satiate professional motivation needs. Taking a page from Maslow's book, or rather his theory, could help HR Managers create their own hierarchy of work needs for employees. Physiological needs in the workplace could be as simple as rate of pay, duration of lunch break, or amount of work space provided per employee.

HR Managers being motivated to fulfill these basic needs could improve productivity in the workplace immensely. This would show their appreciation of employees' hard work by going back to what "humanistic psychology... [calls] appreciation of the person as a whole" (Aanstoos, 2017, p.1). This relative field of psychology suggests "that people cannot be reduced to parts (labeled processes, instincts, drives, conditioned responses), since the meaning of any part can only be understood in relation to the whole person." (Aanstoos, 2017, p. 1). This basically incites that we cannot understand a person's motivations for doing certain actions without looking at all aspects of the body, mind, and specific, surrounding, societal environment.

Not only do these internal functions affect the way people think, but external, social factors also influence what we determine as normative behavior. Thus, rather than breaking down a person solely by their individual thoughts and actions, practitioners must try to determine how these aspects work together as a whole to motivate workers towards certain behaviors. For example, the reasoning for underachievement in a worker may be due to a lack of Belonging-ness in the workplace. According to Maslow, humans need to feel a sense of acceptance and affiliation to trusted groups of peers. If a worker has not satisfied this need in their work environment it could affect their lack of motivation to meet work goals. Therefore, by an HR Manager taking time to notice this, it could ameliorate the worker's sense of belonging and work ethic all at once.

Another example of how Maslow's has been used in the public sector is evident in a study done regarding feelings of inclusiveness LGBTQ+ in the university setting. Basso and Brow (n.d.) completed this study to prove how cultural humility versus solely cultural competence is needed in institutions of higher education to make members of the LGBTQ+ community feel safer in their learning environment. They refer to Maslow's hierarchal need of

Safety stating "that feeling safe…and comfortable in one's environment are linked with a high level of personal or professional performance." (Basso & Brow, n.d., p. 6). The authors feel that universities should be taking the lead on creating more inclusive environments for LGBTQ+ students using cultural humility- which eludes more to "a commitment to personal growth" rather than just sustained cultural competence training standards (Basso & Brow, n.d., p. 3). This, in turn, would "broaden…the idea of competency from a one-size fits all program to a philosophy of lifelong learning" about inclusiveness (Basso & Brow, n.d., p. 3). Their use of reference to Maslow's theory helps prove that the need for greater inclusiveness for that group is there.

Conclusion

Maslow's theory assesses that all humans are subject to needs which can only be fulfilled by the using various levels of motivation in his assigned hierarchy. The idea of satisfying a hierarchy of needs, while ideal, is not always a feat which is easily attained by all humans. Differing life issues and conditions can cause unexpected circumstances to interfere with this progression. Therefore, it is important to understand that all people move through Maslow's hierarchy at different speeds and in different ways than expected. All individuals are motivated by different needs-assessment levels, and may value their ability to overcome certain levels over others based on their individual challenges in life. However, even as people perceive the difficulties of themselves and other's lives, Maslow's hierarchy gives hope that by achieving the varied levels of needs they can have a fully, self-fulfilled life in the end. As Sandberg (2013) says in her book, "[t]he shift to a more equal world will happen person by person." (p. 11). With this goal in mind, theorists, practitioners and Human Resources officials alike can begin to create a society which values all people, regardless of where they stand in the hierarchy.

Key Points

- Human motives are directly related to a needs-assessment hierarchy

- There is no such thing as full satisfaction of needs at any level— only sufficient fulfillment of needs ever exists for humans

- Direction which individuals move throughout the needs model may be multi-directional (back and forth)

  - Based on the idea that, "the order of needs might be flexible based on external circumstances or individual differences." (McLeod, 2017, p. 1).

- Structural flow of the hierarchy may not be as concrete as initially predicted by Maslow

- Behavior by humans can be the result of multi-faceted range of motivations or goals to meet needs assessments at each level

References

Aanstoos, C. M. (2016). "*Maslow's hierarchy of needs*". Salem Press Encyclopedia of Health.

Retrieved from http://eds.a.ebscohost.com/eds/detail/detail?vid=0&sid=c8e1eeca-0bf9-

4f34ba41f49185833867%40sessionmgr4010&bdata=JnNpdGU9ZWRzLWxpdmUmc2N

vcGU9c2l0ZQ%3d%3d#AN=93872091&db=ers

Aanstoos, C. M. (2017). "*Humanistic psychology*". Salem Press Encyclopedia of Health.

Retrieved from http://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=87309ec5-f032-

4399-af5b-

b0f044312ce5%40sessionmgr104&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0

ZQ%3d%3d#AN=93787995&db=ers

Basso, M. & Brow, S. (n.d.). "*Using Cultural Humility to Improve the LGBTQ+ Experience of*

Inclusion". NASPA.org. Retrieved from

https://www.naspa.org/images/uploads/events/Using_Cultural_Humility_to_Improve_the

_LGBTQ+_Experience_of_Inclusion_(Brow_Basso).pdf.

Broomé, R. E. (2017). Review of Transformation beyond greed: Native self-actualization. *The*

Humanistic Psychologist, *45*(4), 397-407. doi:10.1037/hum0000073

Ginn, C. S., Mughal, M. K., Syed, H., Storteboom, A. R., & Benzies, K. M. (2017). Sustaining

engagement in longitudinal research with vulnerable Families: A Mixed-Methods study

of Attrition. *Journal of Family Nursing*, *23*(4), 488-515. doi:10.1177/1074840717738224

Kenrick, D. (2017). "*Self-Actualization, Human Nature, and Global Social*

Problems". *Society*, *54*(6), 520-523.

Maslow, A. H. (1943). <u>A Theory of Human Motivation</u>. Psychological Review, 50(4), 370-

96.

McLeod, S. (2013). "*Maslow's Hierarchy of Needs*". Highgate Counselling Centre. Retrieved

      from http://highgatecounselling.org.uk/members/certificate/CT2%20Paper%201.pdf.

McLeod, S. (2017). "*Maslow's Hierarchy of Needs*". Simply Psychology.org. Retrieved from

   https://simplypsychology.org/maslow.html.

Sandberg, S. (2013). <u>Lean in: Women, work, and the will to lead</u>. Knopf Doubleday. ISBN:

      9780385349949

Herzberg's Two Factory Theory

Definition of Theory

Human motivation is the key driver of success for any organization and has long been a fundamental research topic for scholars and practitioners. To explain how employees' desire to work, there have been several studies in theories pertaining to motivation. Herzberg (1966)'s two-factor theory proposes that human beings are motivated to work by two separate sets of factors: motivators and hygiene factors (see Figure 1). Motivators, also known as intrinsic factors, are conditions of the job's content such as achievement, recognition, meaningful work, advancement, and growth (Rainey, 2014). According to Herzberg (1966)'s findings, the absence of intrinsic factors does not cause job dissatisfaction. Nevertheless, the presence of those factors creates contentment and builds strong levels of motivation that boost job performance. On the other hand, hygiene factors, also known as extrinsic factors, are conditions of the job's context such as supervision, peers, salary, and company policy (Rainey, 2014). In contrast to motivators, the presence of hygiene factors does not cause job satisfaction. The absence of it, however, causes dissatisfaction.
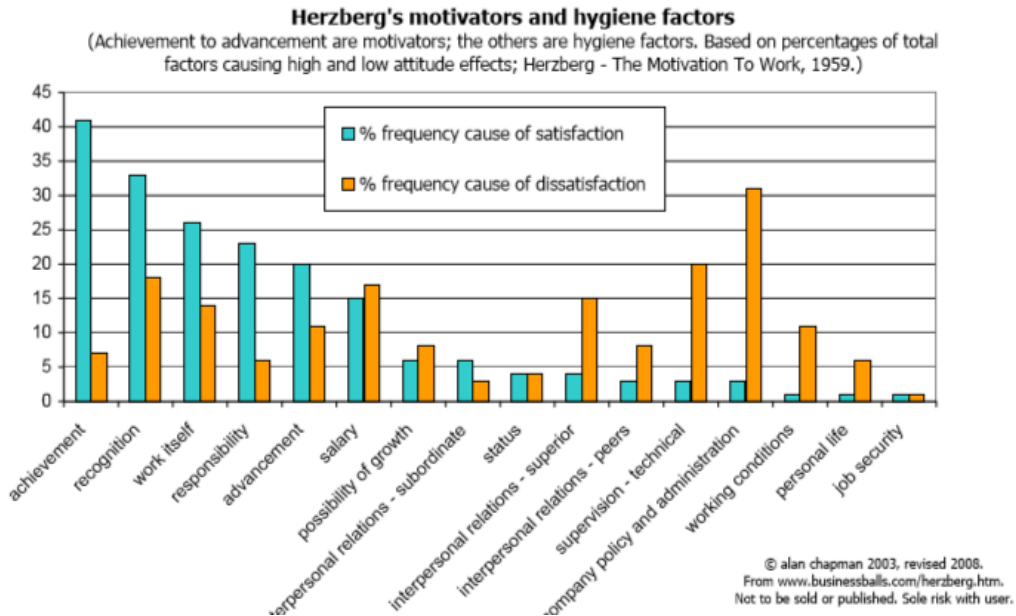
Figure 1: Motivators & Hygiene Factors (Stierlin & Retzl, 2015)
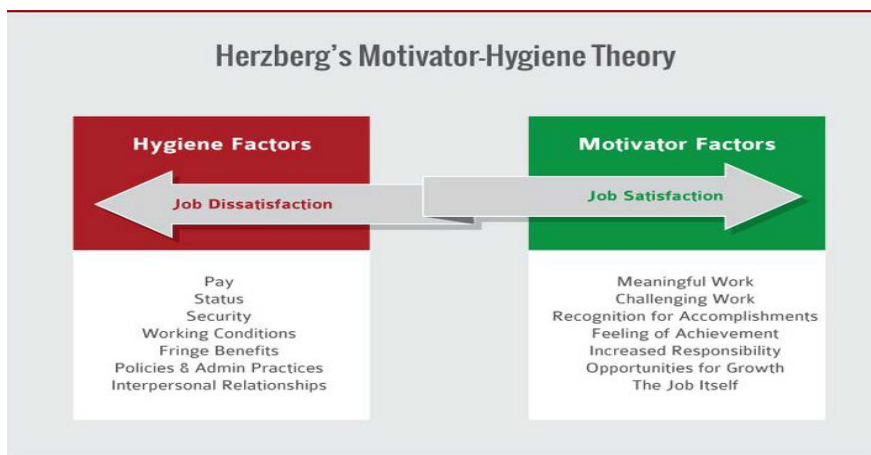
Background - Historical context

In the original research, clinical psychologist Frederick Herzberg interviewed about 200 engineers and accountants in nine Pittsburgh metal fabrication mills regarding their satisfactory and unsatisfactory feelings about their jobs (Gawel, 1997). Herzberg employed the critical incident technique developed by Flanagan, one of his professors, to ask open-ended questions regarding important incidents (Burke, 1966). Herzberg (1966) and his team framed their questions to evoke exceedingly happy or unhappy memories of employees about their jobs. Other sources also mentioned that Herzberg cited 12 different investigations on a total of 1,685 employees from different fields as well as countries to solidify his conclusions (Olasiji, 1988; Swallow, 2012). After collecting all the data from the interviews, Herzberg (1966) sorted the responses in different categories: incidents that were consistently related to job satisfaction and incidents that were related to dissatisfaction. Based on these results, Herzberg (1966) concluded that job dissatisfaction and job satisfaction derived from two separate sets of elements. Factors that are directly related to the work itself such as achievement, recognition, responsibility, growth, and advancement are the main drivers of job satisfaction. He termed them "motivators" (Herzberg, 1966). In contrast, factors that are part of the working environment such as company policy and administration, supervision, relationship with supervisor, working conditions, salary, status, and security do not lead to satisfaction. Rather, its absence leads to dissatisfaction. He called them "hygiene factors" (Herzberg, 1966). This theory was therefore widely known as the two-factor theory.

Figure 2: Herzberg's Hygiene Factors and Motivators Graph Diagram (Chapman, 2008)

Herzberg's motivators and hygiene factors
(Achievement to advancement are motivators; the others are hygiene factors. Based on percentages of total factors causing high and low attitude effects; Herzberg - The Motivation To Work, 1959.)

- % frequency cause of satisfaction
- % frequency cause of dissatisfaction

© alan chapman 2003, revised 2008.
From www.businessballs.com/herzberg.htm.
Not to be sold or published. Sole risk with user.

How It is Related to Maslow's

Roberg and Kuykendall (1997) strongly suggested that Herzberg's theory was built upon Abraham Maslow's renowned "Hierarchy of Needs." Living in the same era as Maslow, Herzberg also acknowledged basic needs, psychological needs, and self-fulfillment needs in work motivation. Nevertheless, there is no linear relationship between intrinsic needs and extrinsic needs in the two-factor theory (Gibson & Hodgetts, 1997). While Maslow's needs theory emphasizes the connection and growth of human needs, Maslow focused on job satisfaction and attitudes through two distinct categories (Figure 2). As Herzberg conducted the literature review for his research, he noted a dramatic discovery: "there was a difference in the primacy of factors, depending upon whether the investigator was looking for things the worker liked about his job or things he disliked" (Herzberg, Mausner, & Snyderman, 1993, p. 7). Herzberg then set the direction of his testing hypothesis to test on the satisfiers and dissatisfiers

in the workplace.

How It's Been Used

Herzberg's motivation theory in its early years was applied to prison management (Wignall, 2004). The high percentages of inmate suicide and mental illness were caused not only because of the dangerous and austere environment behind bars. It was also due to the abrupt loss of freedom. Some prison management systems believed that inmates must work in total isolation; further, silence was rigidly enforced as a form of punishment (Moynahan & Stewart, 1989). Using Herzberg's model, numerous studies have found that the congregate system would result in a higher level of productivity compared to the segregate system (Champion, 1990; HR4100: The Economics, 1998; Misrahi, 1996). Instead of exploiting the unpaid labor of prison workers, the Auburn Prison in New York offered incentive pay to fulfill the intrinsic needs. Additionally, the Auburn system focused on motivators such as work ethic and vocational training (Wignall, 2004). They reduced inmate isolation and let inmates talk to each other. As a result, Auburn Prison achieved greater efficiency and higher inmate workers' satisfaction. Unsurprisingly, the Auburn model was adopted by over 30 state prisons in the next five decades (Allen & Simonsen, 1992).

The two-factor theory has also been tested in social work. Marriott, Sexton, and Staley (1994) conducted a survey with 188 social workers on their overall positive level of job satisfaction. The study found that job satisfaction was primarily determined by position satisfaction, which came from the professional respect received and not the specific tasks performed. Although social workers often complained about the various aspects of their job, which is a sign of inadequate hygiene factors, they maintain an illusory sense of contentment that

is not entirely supported by any specific factual evidence (Marriott et. al, 1994). Their

satisfaction could derive from motivators which are typically intangible and hard to pinpoint.

In the field of criminal justice study, a research by (Zhao, Thurman, and He, 1999)

suggests that police officers' job satisfaction has a positive relationship with their perceptions

about the significance of their work, recognition, autonomy, and excellence. Autonomy stood out

among other motivators for it reflects the hygiene factor that is the relationship between police

officers and their supervisors. Additionally, feedback is a crucial component that can improve

the work environment. Although receiving feedback does not directly induce job satisfaction, it

is a good indicator of an officer's satisfaction with his or her immediate supervisor (Zhao et. al,

1999).

Applications

Figure 3. Herzberg's Theory Terminologies

Categories	Root cause	Connectors	Byproducts
Hygiene Factors	extrinsic needs	job context	dissatisfiers
Motivators	intrinsic needs	job content	satisfiers

In order to apply Herzberg's theory, one must understand that intrinsic and extrinsic

needs are two separate categories (Figure 3). Simply removing dissatisfiers or changing the work

environment will not produce job satisfaction. Vice versa, increasing satisfiers or enriching the

job content will not reduce employees' complaints.

Hygiene factors comprises a set of 10 factors primarily derived from extrinsic needs and are related to the work context: company policies and administration, quality of technical supervision, quality of interpersonal relations among peers, subordinates, and superiors, salary, job security, personal life, working conditions, and status (Herzberg, 1966). The absence or inadequacy of these factors often results in dissatisfaction and negative work attitude. Accordingly, low pay, poor management, hostile work environment, and bad policy are called dissatisfiers. If you constantly receive complaints from your employees, chances are their extrinsic needs are not met. Either through reviewing the complaints and having an honest, open conversation with those employees, you will find out what those needs are. Sometimes the request is as simple as to have office supplies in stock. To solve this issue, each department should have their own budget and ability to manage their supplies. If the issue is pay, supervisor should evaluate their compensation system and plan strategically. It also helps to attempt to understand what else is going on in the employee's personal life that might affect their attitude at work. Emotional support can be potent to extrinsic motivation. After all, the word "hygiene" in medical science means taking preventions to avoid disease. Maintaining good hygiene will keep one from discomforts or the risks of dying; nevertheless, it does not result in a more fulfilling life. Likewise, getting rid of dissatisfiers will stop employees from damaging the organization's productivity but will not foster growth. Having office supplies in stock and high wages will result in fewer complaints but does not spark employees' interest in taking on new projects or coming up with new ideas.

It is important to keep in mind that Herzberg established his motivation theory in 1960's when employers were largely fixated on the carrot-and-stick method. The two-factor theory served to refute the traditional approach to management in which money was believed to be the

primary motivator. Organizations that are planning to expand into new territories, improve

productivity, and innovate new products need to look further than the job context. It is the job

content that causes satisfaction. Personal drive is a unique human characteristic that empowers

people to achieve more. The six motivators that fulfill employee intrinsic needs are achievement,

recognition, growth, advancement, responsibility, and the work itself (Herzberg, 1966). To

obtain the desired behavior from employees, managers should pay attention to the "human"

aspect of their job: what their values, goals, and vocations are. Managers should acknowledge

employees' hard work, loyalty, as well as creativity. Depends on each employee's preference,

manager can thank them in person, through a hand-written card, or in public. Organizations

should also celebrate milestones and monitor employees' career progress. Above all, manager

should be attentive and intentional in developing their employees and helping them reach their

full potential. Despite several benefits of motivators, they do not lessen the level of

dissatisfaction. Employees might be willing to take on new projects and come up with innovative

ideas, yet they would still complain about low pay and not having office supplies in stock.

Apply Back to the Scenario

Figure 4. Motivation and Hygiene (Rinnelt, 2017)

When reviewing a scenario such as the Scranton Parks and Recreation Department's, one may find it helpful to use Figure 4 (Rinnelt, 2017. If your employees do not complain a lot and excel in their positions, your organization is at the sweet spot: high in hygiene and high in motivation. When your organization is experiencing stagnancy or poor levels of productivity, both hygiene and motivation are low. On the other hand, if your employees are motivated and yet complain a lot, it is likely that the hygiene factors such as pay and work conditions are inadequate. If your employees do not complain much but are not excited to contribute or to do more than the bare minimum, it is because the organization has high hygiene and low motivator. In other words, they are happy about the pay and work condition, but nothing stimulates their interest.

Nellie is an employee struggling with both inadequate hygiene factors and the lack of motivators. She is trying to get a fresh start with a new job at a new city. She initially wanted to build relationships with her colleagues. Unfortunately, the feelings are not mutual. Nellie is also facing dissatisfiers in her personal life: her recent split from her long-time partner and the stress of moving into a new apartment on her own. These might be the reasons for her tardiness and apathy in work meetings. To meet her extrinsic needs, Dwight may organize a date for the whole department to hang out at Nellie's place and help her move. It should not be mandatory for other employees to make her move. However, they are encouraged to join the pizza party in the evening. People would feel guilty to just join the dinner so they may be willing to help her out. It would break the ice between Nellie and existing employees. They might empathize better with Nellie and show more support for her at work. Nellie needs to evaluate her choice of staying with the Department if that is not her passion. Dwight should arrange some skills and personality tests

for Nellie to identify her strengths and weaknesses. That way, he could put Nellie in projects that are meaningful to her and help her grow into the position.

Pam is an employee having adequate hygiene factors while motivators are not available. She has been a loyal employee despite poor management. She's happy with the small paycheck and gets along relatively well with everyone at work. Her extrinsic needs are met. Nevertheless, she wants to challenge herself with a higher position. She is seeking for growth and achievement yet the Department does not respond to her desire. 7 years is a long time to stay in the receptionist position. The Department should give Pam a job enlargement project to teach her new skills. Pam may shadow a senior coordinator to see if the job fits her personality and ability. If Pam performs well, the Department should consider giving her a promotion. If Pam struggles, she would realize that she's not ready for the job. The Department can provide training to prepare Pam for the role in future to show that they value her and invest in her.

Jim, on the other hand, is having strong work motivators yet the hygiene factors are lacking for him. Like Pam, Jim has been a loyal employee. He finds fulfillment in his job and excelled in it. Jim is also well-liked among his colleagues. Nevertheless, his supervisor did not set a good example. Despite Jim's remarkable work performance score, Jim is not getting the raise he wanted. These dissatisfiers are hurting Jim's motivation and will affect his productivity. Dwight should have a conversation with Jim regarding the future of Scranton DPR as well as its mission and vision. Since Jim is a great performer and colleague, his departure will affect the entire departments' productivity. Dwight should publicly recognize Jim's loyalty to the Department and work with Human Resources to develop a pay-for-performance incentive plan for positions like Jim's. That way, Dwight can get the most out of Jim's potential while keeping him happy staying at the Department.

Dwight is in the ideal position of his career. He is happy with the work conditions and the paycheck, so the hygiene factors are adequate for him. Dwight is being promoted to his dream position; therefore, his motivators are sufficient. Although Dwight shouldn't change everything overnight, he should pay attention to impression management on his first day as a manager. He should develop a reputation for chairing good meetings by running a brief, productive first meeting. Dwight should be open to feedback to identify dissatisfiers in order to get rid of them. Finally, he should engage his employees in the Department's goal setting to enhance motivators such as work purpose and relationships.

How Theory Can Be Used in Public Sector

Herzberg's theory has been established upon and primarily applied to the private sector. Although public and private organizations are interrelated and comparable on some dimensions, there are significant distinctions between managing teams that set these two types of organization apart. Studies find that public employees place a low value on financial incentives (Rainey, 2014). Furthermore, an empirical investigation by Churchill and Pecotich (1982) found that pay became less effective in motivating employees closer to age 40. Money is clearly needed to prevent dissatisfaction, yet it does not serve as a motivation.

Nevertheless, public servants have to bear many other dissatisfiers in the job context. According to Rainey (2014), the public sector is inevitably driven by politics which is a complex system with diverse interests, agendas, loyalty shifts, and power sharing. Each government entity, sometimes, has to compete with each other; hence, rivalry and zero-sum games may involve (Rainey, 2014). Incohesiveness in public sector is a byproduct of vague goals and inconsistent performance measures (Rainey, 2014). For these reasons, public organization managers must have a high tolerance for both ambiguity and diversity as well as having a good

ability to handle conflicts. The people often demand transparency from government entities; therefore, public management involves great information intensity for record keeping and informational traffic (Rainey, 2014). In sum, public workers often deal with inadequate hygiene factors that may damage their productivity.

On the positive side, public service is a rewarding experience with many inherent motivators. Studies show that public sector employee weight more value on service to the community, challenging work, and personal growth than financial incentives (Rainey, 2014). Moreover, many experts' observers pointed out that engaging in public service and pursuing important public missions are central motivations that help government workers push through despite several frustrations and constraints of their job (Rainey, 2014).

An implementation from Herzberg's theory in public organization could be to create a pay structure that cover at least the basic needs in living expenses of employees, offer flexible working arrangements, and reward them with non-monetary incentives such as thank you notes, certificates, awards, or public recognition to show appreciation towards their loyalty and excellence. Furthermore, continuous training and job enlargements can fulfill employee's desire to acquire new skills and take on new challenges. The research on social workers suggests that managers need to pay special attention to building a stronger sense of identity with the public service they provide and foster the value in the work itself (Marriott et. al, 1994). Public employees are frequently burned out due to the nature of their job; they may get consumed by the dissatisfiers and forgot about the true purpose of their vocation. Therefore, it is suggested that managers make a clear distinction between the work context (hygiene factors) and the work content (motivators) to their employees. Marriott et. al (1994) pointed out that activities that focused on excellence such as seminars and continuing education can help maintain the focus on

the purpose and growth aspects of motivators. On the other hand, managers should avoid

overemphasizing team dynamics and setting false expectations for the work conditions.

Conclusion

Managers need to keep in mind that unsatisfied needs influence employee motivation at

work. Hygiene factors fulfill extrinsic needs and are related to the job context or work condition.

They are needed to stop complaints and negative work attitude. On the other hand, motivators

fulfill intrinsic needs and are related to the job content. They are needed to stimulate motivation,

productivity, and creativity.

Figure 5. List of Hygiene Factors and Motivators

Hygiene	Motivator
1. company policies and administration 2. quality of technical supervision 3. quality of interpersonal relations among peers 4. quality of interpersonal relations with subordinates 5. quality of interpersonal relations with superiors 6. Salary 7. job security 8. personal life	1. Achievement 2. Recognition 3. personal growth 4. Advancement 5. Responsibility 6. the work itself

9. working conditions 10. status	

Key points

- The presence of hygiene factors do not cause satisfaction but their absence does not cause dissatisfaction.

- The absence of motivators cause dissatisfaction but their presence does not cause satisfaction.

- Most hygiene factors in public organizations are not adequate. Public employees value motivators more.

Suggestions for Practice:

- Create a pay structure that cover at least the basic needs in living expenses of employees.

- Maintain a tolerable work environment. Keep work supplies in stock and maintain the usability of equipment.

- Focus on intrinsic rewards: flex time, autonomy, thank you notes, celebrations of milestones, job enrichment, etc.

- Separate the job context and the job content. Avoid overemphasizing on team dynamics. Set a clear job description and expectations. Focus on excellence and advancement.

References

Allen, H. A., & Simonsen, C. E. (1992). Corrections in America: An introduction. New
        York: Macmillan.

Burke, R. J. (1966). Are Herzberg's motivators and hygiene's unidimensional?. *Journal of
        Applied Psychology*, *50*(4), 317.

Champion, D. J. (1990). Corrections in the United States: A contemporary perspective.
        Englewood Cliffs, NJ: Regents/Prentice Hall.

Chapman, A. (2008). Herzberg hygiene factors and motivators graph diagram [Chart]. In
        Frederick Herzberg - Motivation Theory. Businessballs.com.

Churchill Jr, G. A., & Pecotich, A. (1982). A structural equation investigation of the pay
        satisfaction-valence relationship among salespeople. *The Journal of Marketing*, 114-124.

Gawel, J. E. (1997). Herzberg's theory of motivation and Maslow's hierarchy of needs. *Practical
        Assessment, Research & Evaluation*, *5*(11), 3.

Gibson, J. W., & Hodgetts, R. M. (1997). Organizational communication: A managerial
        perspective. New York: Harper Collins.

Herzberg, F. (1966). The Theory of Motivational and Maintenance Needs. Arizona State
        University.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1993). The motivation to work (Transaction
        ed.). New Brunswick.

HR4100: The economics of prison industries: The products of our prisons: Hearing before the

U.S. House of Representatives Committee on the Judiciary Subcommittee on Crime

Regarding the Prison Industries Report Act of 1998. 103rd Cong., (1998) (testimony of

Morgan Reynolds).

Marriott, A., Sexton, L., & Staley, D. (1994). Components of job satisfaction in psychiatric

social workers. *Health and Social Work, 19*(3), 199-205. Retrieved from

https://login.ezproxy.net.ucf.edu/login?url=https://search.proquest.com/docview/1761706

321?accountid=10003

Misrahi, J. J. (1996). Factories with fences: An analysis of the prison industry

enhancement certification program in historical perspective. American Criminal

Law Review, 33(2), 411-436.

Moynahan, J. M. & Stewart, E. K. (1989). The American jail: Its development and growth.

Chicago: Nelson-Hall.

Olasiji, T. D., & Hengst, H. R. (1988). University faculty and administrator morale: A

case in Nigeria. *International Review of Education*, 508-514.

Rainey, H. G. (2014). Understanding and Managing Public Organizations. San Francisco:

Jossey-Bass.

Rinnelt, J. (2017). Motivation and Hygiene [Chart]. In Motivation and Hygiene.

Humanbusiness.edu.

Roberg, Ror R. & Kuykendall j., (1997) Police Management (2nd edition). Roxbury
publishing Company, Los Angeles.

Stierlin, I. H., & Retzl, M. (2015). Motivation: Motivators & Hygiene Factors [Chart]. In
Leadership & Governance (p. 27). Slideplayer.com.

Swallow, H. A. (2012). *Herzberg applied to registered nurse job satisfaction* (Doctoral
dissertation, D'Youville College).

Wignall, R. A. An investigation of job satisfaction of Florida state prison industry workers: An
examination of Herzberg two-factor theory. *Dissertation Abstracts International, A: The
Humanities and Social Sciences,* , 1549-A. Retrieved from
https://login.ezproxy.net.ucf.edu/login?url=https://search-proquest-
com.ezproxy.net.ucf.edu/docview/60514064?accountid=10003

Zhao, J., Thurman, Q., & He, N. (1999). Sources of job satisfaction among police officers: A test
of demographic and work environment models. *Justice Quarterly : JQ, 16*(1), 153-173.
Retrieved from
https://login.ezproxy.net.ucf.edu/login?url=https://search.proquest.com/docview/2281710
67?accountid=10003

McClelland's Three Needs Theory

Definition of theory

There are three basic desires that affect everyone's motivation. A person is motivated by a desire for power, achievement, and affiliation. Individuals have a mix of these desires, with one trait generally more dominant than the other two (McClelland, 19665).

Historical context

David McClelland was a well-established Harvard professor who conducted research at the institution for over thirty years. His work was primarily concerned with human motivation, but he also studied personalities in a broader sense (Harvard University Library, 2016). McClelland is best known for his motivational theory often referred to as the Three Needs Theory. Over the course of his career, McClelland developed several tools to measure and better understand human characteristics. Outside of academia, McClelland created and helped run several management training programs with the goal of improving work performance (McClelland & Burnham, 2008).

McClelland's theory has significant overlap with other foundational theories of motivation. Maslow's self-actualization and Herzberg's thoughts on high-achievers and low-achievers can both be seen in McClelland's achievement model (Pardee, 1990). His research often used his Three Needs Theory to conceptualize other thoughts besides simple employee work performance, such as how each motivation effects health: making claims that some motives lead to things like high blood pressure, stress, and abnormal testosterone levels (McClelland, Floor, Davidson, & Saron, 1980). Although these assertions remain dubious, much of McClelland's study regarding human motivation has helped create a foundation for future researchers to build off.

Background

McClelland's work has helped to create personality tests to gauge employee potential and ability (McClelland & Burnham, 2008; Sokolowski, Schmalt, Langens, & Puca, 2000). It can also serve as a tool to better understand a group of individuals and their desires so that actions can be taken to ensure individual needs are being met. For example; a power motivated person may need a clear path for advancement, a person with an achievement motivate may need constant challenges, and an affiliation motivated person may need regular appraisal and feedback.

The Power Motive

Individuals motivated by power are described as those who seek control and influence over others (McClelland, 1975). When McClelland describes a power-motivated person, he is not necessarily referring to some authoritarian dictator that needs absolute supremacy and subservient underlings to follow his or her every order. Ideally, this behavioral paradigm would be closer to a coach; a person who recognizes they must remain on the sidelines and let the players do what they do best. Instead, they influence and organize those below them while delegating responsibility.

Those highly motivated by power will likely seek out prestige, recognition, attention, and wealth (McClelland, 1965, 1967, 1975). These individuals are naturally drawn to leadership positions and will likely attempt to work their way through the ranks of any organization. As employees, it is important to note that these people can be easily frustrated. Boneva et al (1998) conducted a study that found such individuals are likely to travel great distances to find an opportunity that better suits their desires. This idea easily translates to a population of the

workforce that would have little quarrel with abandoning their current position for one that will likely satisfy their power motivation (Boneva, et al, 1998).

McClelland argues that those motivated by power actually make great leaders, and are perhaps the best suited for management positions (McClelland & Burnham, 2008). This is not to say that anyone who desires control and influences would make good leaders. To the contrary, aggressively authoritative managers will result in an underperforming workforce. However, those power-motivated managers that delegate responsibility will more likely than not lead very successful divisions in their company.

The Achievement Motive

Individuals motivated by achievement are described as those who wish to excel, to be better at something for the sake of being better (McClelland, 1967). Other scholars have described these individuals as wanting, "…clear, unambiguous and immediate feedback" (Arnolds & Boshoff, 2003 p76). These individuals receive a great sense of satisfaction from the mere act of surpassing those around them. McClelland (1967) specifies that this sense of achievement must come intrinsically and points out how extrinsic rewards destroy a good employee's results-based motivation, and has been confirmed by other studies (Arnolds & Boshoff, 2003).

Similar to those motivated by power, achievement-motivated people are very likely to change locations if they feel as though their needs aren't being met (Boneva, et al, 1998). These individuals need a challenge, they need to do work with clearly visible results, they dislike working in groups, and they want to be solely responsible for their own success. This is perhaps why most successful small business owners have an achievement mindset (Miron & McClelland, 1979). People like this are considered the primary driving force in growing the economy

(Arnolds & Boshoff, 2003). Despite this, this personality can become problematic when such individuals rise to management's roles. These people want to do things themselves, and are often resistant to doing things as a team. When put into a position of authority, they will often find themselves failing to delegate responsibility, and instead, micro-manage their subordinates (McClelland & Burnham, 2008).

However, Stahl (1983) believed that managerial talent was not just linked to a power motive as McClelland (1965, 1967, & 1975) often argues. Instead, Stahl theorized that a combination of power and achievement was the ideal circumstance for effective managers. Through his own study, he found that both of them were right: indeed, power was a great motivator for high level executives, but power and achievement were necessary for middle and low-level management. In addition, both McClelland and Stahl agreed that effective managers are very rarely motivated by affiliation.

The Affiliation Motive

Individuals motivated by affiliation are described as those who put a high premium on social connections and fitting in with a group (McClelland, 1967). Their primary motivation for performing a task well is their desire to please their coworkers and managers, and will do anything they can to not disappoint them. They rarely leave to seek out other opportunities and prefer to stay with what is familiar to them (Boneva, et al, 1998). However, they work well in a team and prefer it from working alone. Although admirable, McClelland argues that these are often the least effective employees and managers. While individuals motivated by power or achievement wish to always improve their position or status, those who are motivated by affiliation are often content with where they are.

How It Has Been Used

McClelland's work has helped to create personality tests to gauge employee potential and ability (McClelland & Burnham, 2008). It can also serve as a tool to better understand a group of individuals and their needs so that actions can be taken to ensure individual needs are being met. For example; an achievement motivated person may need constant challenges, an affiliation motivated person may need regular appraisal and feedback, and a power motivated person may need a clear path for advancement.

McClelland & Burnham (2008) used questionnaires along with having participants write stories to test their motivation types and levels. Sokolowski, Schmalt, Langens, & Puca (2000) developed a test to identify a person's motivation paradigm called The Multi-Motive Grid (MMC). This test showed subjects several photos along with corresponding statements. Their reactions could then be used to measure whether they were more power, achievement, or affiliation based.

Several workshops and training courses have been developed for improving managerial skills based on McClelland's Three Needs Theory. McClelland & Burnham (2008) recount three specific success stories thanks to their workshops. These three cases represent unique outcomes that can happen after identifying a poorly performing manager's motivation. One subject who put too much weight on affiliation dramatically improved his department's effectiveness by switching to a power-based mindset. Another individual was too focused with achievement to be an effective manager, so he decided to switch roles within the company and become a highly successful salesman. The last one had the right combination of traits, but had an authoritarian style. After realizing his counterproductive attitude, he easily fixed the problem and soon became a Vice President of the company.

Apply Back to the Scenario

The unsatisfied employees are symptomatic of their needs not being met while the manager appears to be unequipped for the job. With the three motivations in mind, it is the duty of management to identify the desires of each employee and provide a tailored work environment accordingly.

Nellie's recent breakup and her complaints about her coworkers may suggest that she is strongly motivated by affiliation. Bonding exercises and praise from her coworkers may help her connect better with those around her and encourage her to stay.

Pam's ambition is not being met. It is clear that she is driven by achievement and wants a greater challenge at work. Management should give Pam greater responsibilities and a chance to prove herself. Increased pay is not necessary since the intrinsic rewards she will receive from the hard work will likely satisfy her.

It is not uncommon for people like Jim to consider moving on. Although his employers cannot afford to pay him more, they can still give him the validation he likely desires. His poor relationship with his supervisor probably stems from Jim feeling as though his supervisor doesn't recognize his value. Jim's achievement mindset would suggest that public displays of approval and acclaim will likely satisfy him and keep him from leaving.

While Dwight's promotion is pending, it is important that he reflects upon his personality and desires. Given Dwight's stellar work performance, he is very likely motivated by achievement. If this is the case, it may benefit him to participate in a management training seminar. Otherwise, there is a risk that Dwight will micro-manage his employees and fail to delegate responsibility.

How the Theory Can Be Used in Public Sector

Using McClelland's motivational profile, Guyot (1962) studied 247 business and federal government middle managers to test their levels of power, achievement, and affiliation. He found that government managers had higher levels of achievement and affiliation than those in business. In addition, there was little difference in the levels of power motivation between them. Andersen (2010) argues that this phenomenon is explained by the fact that "social insurance agencies" are institutions for people and the public good, so a higher affiliation score makes sense. Contrary to Guyot, Andersen found that private sector managers have a clearly higher power motivation (Andersen, 2010).

The application of this theory would likely have little to no difference between its uses in the public sector and how it has been used in the private sector. McClelland's theory says that all people will fall into the categories of power, of achievement, and affiliation. Although the balance of personality types may differ in the public sector, the application remains more of less the same. Khojasteh (1993) and Wright (2001) confirmed this similarity saying that public and private management in the same positions share the same desires and goals. However, Khojasteh (1993) warned that since public sector managers are less likely to directly see their accomplishments, they often struggle with satisfaction.

Andersen (2010) suggests that the knowledge and ability to identify these motivational desires will assist employers with recruiting, retaining, selecting, and promoting. From there, management can tailor employee's experiences to maximize their results. Those motivated by power should be given responsibility and control. Achievers should be given challenges and recognition. Those motivated by affiliation should be given a warm and welcoming community.

Once each employees' needs are being met, they performance should increase (McClelland, 1967). Since employees in the public sector generally have higher affiliation levels, management may need to provide extra affection to their employees.

Conclusion

McClelland recognized that employee motivation was not overly simplistic. Instead, he noted that differences in personality types and desires effected the needs each person required to have met in order to be properly motivated. Everyone has either a need for power, achievement, or affiliation. A well-trained manager will recognize their subordinate's needs and tailor their activities accordingly. An ideal workplace includes power-based managers and achievement-based employees. However, there are always exceptions, with affiliation-based people often being the best equipped for certain situations.

Key Points

- Managers may require special training programs to ensure they can help their employees reach their full potential.

- Management should be capable of identifying the needs of their employees and should be able to motivate these individuals in accordance to their desires.

- Workplaces should be accommodating to everyone's unique personality traits

References

Andersen, J. A. (2010). Public versus private managers: How public and private managers differ

in leadership behavior. *Public Administration Review*, *70*(1), 131-141.

Arnolds, C. A., & Boshoff, C. (2003). The influence of McClelland's need satisfaction theory on

employee job performance: A causal study. *Journal of African business*, 4(3), 55-81.

Boneva, B., Frieze, I. H., Ferligoj, A., Jarošová, E., Pauknerová, D., & Orgocka, A. (1998).

Achievement, power, and affiliation motives as clues to (e) migration desires: A four-

countries comparison. *European Psychologist*, 3(4), 247-254.

Guyot, James F. 1962. Government Bureaucrats Are Different. *Public Administration

Review* 22(4): 195–202.

Harvard University Library. (2016). *McClelland, David C. (David Clarence) Papers of David

McClelland, 1900-1998 : an inventory*. [online] Available at:

http://oasis.lib.harvard.edu/oasis/deliver/~hua04001 [Accessed 17 Apr. 2018].

Khojasteh, M. (1993). Motivating the private vs. public sector managers. *Personnel

Administration*, *22*(3), 391-401.

McClelland, D. C. (1965). N achievement and entrepreneurship: A longitudinal study. *Journal of

personality and Social Psychology*, 1(4), 389.

-- (1967). *Achieving society* (Vol. 92051). Simon and Schuster.

-- (1975). *Power: The inner experience*. Irvington.

McClelland, D. C., & Burnham, D. H. (2008). Power is the great motivator. Harvard Business

Review Press.

McClelland, D. C., Floor, E., Davidson, R. J., & Saron, C. (1980). Stressed power motivation,

sympathetic activation, immune function, and illness. *Journal of Human Stress*, *6*(2), 11-

19.

Miron, D., & McClelland, D. C. (1979). The impact of achievement motivation training on small businesses. *California Management Review*, 21(4), 13-28.

Pardee, R. L. (1990). Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation.

Sokolowski, K., Schmalt, H. D., Langens, T. A., & Puca, R. M. (2000). Assessing achievement, affiliation, and power motives all at once: The Multi-Motive Grid (MMG). *Journal of Personality Assessment*, 74(1), 126-145.

Stahl, M. J. (1983). Achievement, power and managerial motivation: Selecting managerial talent with the job choice exercise. *Personnel Psychology*, 36(4), 775-789.
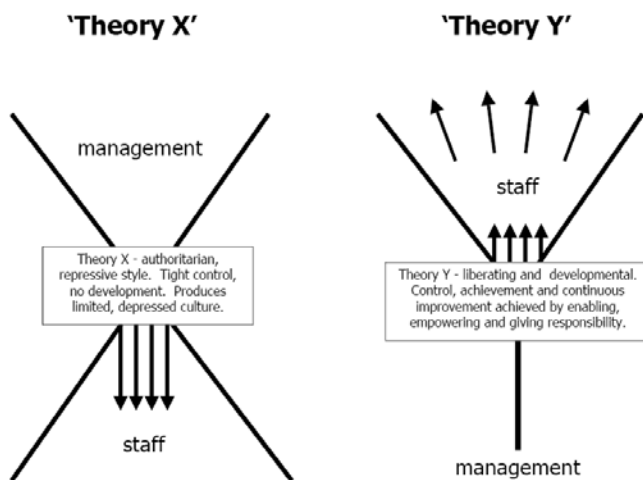
Wright, B. E. (2001). Public-sector work motivation: A review of the current literature and a revised conceptual model. *Journal of public administration research and theory*, *11*(4), 559-586.

McGregor's Theory X&Y

Definition of theory

Theory X Theory Y is a motivation theory developed by Douglas McGregor during the late 1950' early 1960's. This theory examines how a managerial leadership styles is determined by the manager's view of their employees and their perspective of what motivates them. Each theory consists on contradicting views of employee behavior and different styles of meeting motivational needs.

Under Theory X, managers often have a negative view of their employees. Theory X assumes that employees are lazy and dislike work. Theory X also believes that employees lack motivation and therefore must be led. Therefore, managers believe that in order to keep them motivated, employees must be continuously rewarded or punished in order to complete their tasks (Theories, 2008). According to McGregor, employees, under this theory, mainly focus on meeting their lower level physical needs (Nishi, 2011). In other words, employees are just there to do the bare minimum and have no desire to achieve higher goals. Organizations that follow a Theory X managerial approach tend to have a vertical organizational structure with multiple levels of supervision; control is centralized with very low delegation. Managers function under an authoritarian style and tend to micromanage (Theories, 2008). Theory X is often used by mechanistic

Model: Theory X Theory Y (a)
This model was obtained from http://conjunctured.com/blog/y-leadership/

organizations with centralized authority and low levels of autonomy (Hattangdi, 2014).

On the other hand, managers under Theory Y have a positive opinion of their employees. Theory Y believes that employees take pride in their work and like to take on additional challenges. Theory Y also believes that employees need very little direction to complete a task, take part in decision making and are self-motivated to complete their tasks (Theories, 2008). It is also assumed that under Theory Y employees work because it provides an internal satisfaction. Correspondingly, managers function under a decentralized and participative managerial style under this theory (Theories, 2008). Therefore, because of its participative style of management, Theory Y "assumes that people will exercise self-direction and self-control in the achievement of organizational objectives to the degree that they are committed to those objectives" (Nishi, 2011. p.1) McGregor advised companies to consider adapting a Theory Y managerial approach, since he believed that only by adapting to this form of leadership, managers could motivate employees to work at their highest potential (Nishi, 2011).

Background - Historical Context

Theory X Theory Y is known as one of the foundation theories for managerial leadership, dating as far back as the 1960's when Douglas McGregor published his book *The Human Side of Enterprise (THSE)*.   According to McGregor, the art of management involved more that simple giving orders and delegating tasks. McGregor believed that management involved a proper balance of meeting the needs of an organization with the needs of its employees (Bobic, 2003). In his book, THSE, McGregor states, "The power to influence others is not a function of the amount of authority one can exert. It is, rather, a function of the appropriate selection of the means of influence which the particular circumstances require. Conventional organization theory teaches us that power and authority are coextensive. Consequently, relinquishing authority is

seen as losing the power to control. This is a completely misleading conception" (McGregor, 1960, p.53-55, as cited in Bobic, 2003). It was McGregor's believe that organizations that operated under Theory X would not be as efficient that those that embraced a more cohesive approach managerial style, like the one presented under Theory Y.
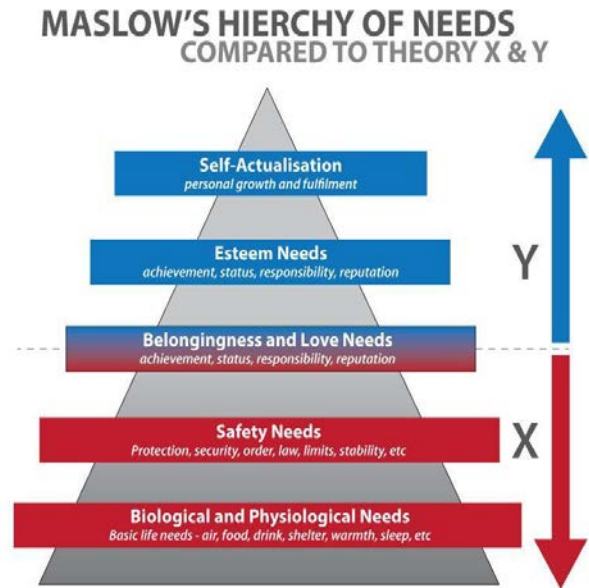
During his early research, McGregor discovered that because of the growth in the industry, interstate highway system and rise in middle class families, people adjusted to work patterns that lead to stable and long-term work patterns (McGregor, 1960, as cited in Bobic, 2003). According to McGregor, this pattern in the workforce satisfied mainly basic human needs, like food, shelter and safety; a behavior that could fundamentally be achieved by management that followed a Theory X style. However, McGregor wanted to dig deeper into what motivated employees beyond just meeting those basic human needs, he also wanted to define what managers needed to do, to motivate employees. "McGregor wanted to know why, in a world in which financial and retirement needs were met so effectively, so many workers were dissatisfied with their jobs" (Bobic, 2003, p. 241). It was during his studies that McGregor understood that what truly motivated employees was the feeling of accomplishment when completing tasks assigned, based on the autonomy level provided in their workplace. Although his early writings mainly focused on extrinsic rewards, such as pay and benefits (Theory X), he soon started to redirect his focus to more intrinsic motivators (Boric, 2003)

There is a notable correlation between McGregor's Theory X Theory Y and Abraham Maslow's Hierarchy of Needs theory. As previously mentioned in this paper, Maslow outlined in his paper *A Theory of Human Motivation*, written in 1943, that people have certain needs that must be met. Maslow used a pyramid model to identify the order in which needs are to be met; which was soon coined the "hierarchy of needs" model. The five-level model states that higher

needs take priority, only after all lower, basic needs are met (Burton, 2012). McGregor

connected the two models to demonstrate the correlation between Theory X and meeting basic

needs, such as safety and biological and physiological needs, and Theory Y; meeting higher

needs like belongingness and love, esteem and

self-actualization.

Throughout his paper, McGregor

demonstrates how the lack of understanding

worker's behavior and actions could lead to

management failures. He believed that under the

classical managerial leadership style (Theory X),

where managers viewed employees as

counterproductive, lazy and lacking ambition,

the only way to motivate employees was

Model: Theory X Theory Y (b)
This model was obtained from https://adamparks.com/wp-content/uploads/2016/12/Maslow

through punishment or rewards (Bobic, 2003). By following this mentality, managers would

create a controlled work environment, with strict chain of command, and little room for

autonomy. McGregor argued that this style in management was counterproductive to the success

of any organization; and although Theory X aimed to meet basic human needs, employees in the

1950's were aiming to satisfy more interpersonal needs. Thus, leading to the creation of Theory

Y (McGregor, 1960 as cited in Bobic, 2003). As stated by McGregor in THSE, "We live today in

a world which only faintly resembles that of a half century ago. The standard of living, the level

of education, and the political complexion of the United States profoundly affect both the

possibilities and limitations of organizational behavior" (Bobic, 2003, p. 246, as cited by Bobic

2003).

How It Has Been Used

As describe throughout this section, Theory X focuses on productivity and output (Theories, 2008). Although, thru history we have seen an increase in the implementation of numerous motivational theories, the classical foundation of Theory X remains part of the basic managerial structure in some organizations. Due to its authoritarian style, Theory X can be used by organizations that promote little autonomy and require high levels of productivity (Theories, 2008). Therefore, it is believed that public organizations function best under Theory X, due to its quasi-governmental organizational structure, limited autonomy and need for transparency and public accountability (Theories, 2008). On the other hand, organizations that focus on creativity and autonomy engage in Theory Y. Organizations that encourage employees to work from home and require high levels of flexibility, like the technology industry serve as a prime example of organizations that embrace Theory Y (Bobic, 2003).

McGregor's Theory X Theory Y in the School System

Although a theory that was originally intended to improve leadership styles that lead to motivation in the business world, in recent years we have seen how McGregor's foundational theory of motivation, Theory X Theory Y has been used by the school system to determine if students' motivation is correlated by learning (Markwell, 2004). A study conducted by The International Union of Biochemistry and Molecular Biology examined the importance of the behavior demonstrated by a professor during the first day of the course and potential success of a student (Markwell, 2004). Normally on the first day of a class, students look forward to determining if the professor's style in teaching will be challenging and relevant to their learning. Today, students go as far as visiting sites like *ratemyprofessors.com* to learn more about the difficulty and success rate of a professor to determine which course and professor to sign up for.

Like previously stated, although originally created to determine motivation styles used by

managers in the business world, we see how the style of teaching used by professors

(McGregor's Theory X Theory Y), could determine the level of engagement by a student, thus

leading to their success or failure. If a professor views a student as one with little desire to learn,

lazy, and with intentions of gaining knowledge from other students; the professor might create a

controlled learning environment to discourage cheating and have harsh punishment rules (Theory

X). A professor that sees learning natural to students, sees students as creative and engaged, will

often not use grades as means of motivation, yet will challenge students to achieve a higher

potential (Markwell, 2004).

The article mentions the relationship of McGregor's theory and Maslow's Hierarchy of

Needs model. As the model explains, once the basic needs of food, safety and shelter are met,

people try to attain higher goals like self-esteem and self-actualization. As stated in the article

"science is based on human values and is itself a value system. Human emotional, cognitive,

expressive and esthetic needs give science it origins and its goals (Markwell, 2004, p. 324). It

further goes into explaining that a professor's ability to "give value" to a student's self-

actualization is vital to their learning success. Also, the teacher's teaching orientation often has

great effect on student's motivation to learn and thus their success in class. "Student learning is

correlated with motivation, especially the intrinsic feedback received in the classroom"

(Markwell, 2004. P. 234). The study concluded that there is a high correlation between the

teaching approach used by professors and the success rate of students.

Theory X Theory Y in Human Resources

Another way that McGregor's Theory X Theory Y is being used is in the Human

Resources arena. To determine the best way to hire, train and retain employees that meet

organizational goals, human resources department are developing new programs. In study

performed for Sloan School of Management, Professor Thomas Kochan compared the different

assumptions employers have towards employees, between the 20th and 21st century (Kochan, T.,

Orlikowski, W., Cutcher-Gershenfel, J. (2002).

Figure 3: Contrasting Assumptions in 20th and 21st Century Organizations		
Assumptions about:	**Assumptions characterizing 20th Century Organizations**	**Assumptions that may characterize 21st Century Organizations**
People	Theory X: People are a cost that must be monitored and controlled	Theory Y: People are an asset that should be valued and developed
Work	Segmented, industrially-based and individual tasks	Collaborative, knowledge-based projects
Technology	Design technology to control work and minimize human error	Integrate technology with social systems to enable knowledge-based work
Leadership	Senior managers and technical experts	Distributed leadership at all levels
Goals	Unitary focus on returns to shareholders	Multi-dimensional focus on value for multiple stakeholders

In the study, Kochan demonstrated how employers in the 20th century viewed employees,

work, technology, leadership and goals, based on McGregor's Theory X, while we are starting to

see a shift towards Theory Y on the same characteristics for the 21st century (Kochan, T.,

Orlikowski, W., Cutcher-Gershenfel, J. 2002. Figure 3). This shift is encouraging Human

Resources Departments to create programs that help organizations move towards a human capital

and knowledge base organizational model; a model that understands that employees are human

assets and they create value to the organizations (Kochan, T., Orlikowski, W., Cutcher-

Gershenfel, J. (2002). In other words, human resources departments are encouraging

organizations to understand the value employees bring to their organizations; and that

encouraging continued learning creates employees to have a deeper belonging to the

organization. Therefore, creating a task force that is more involved in shaping the values, mission and goals of the organization (Kochan, T., Orlikowski, W., Cutcher-Gershenfel, J. (2002).

How is Theory X Theory Y applied in the Private Sector

An example of an organization that operates under Theory Y is Google Inc. Operating over 70 offices in more than 40 countries; Google thrives in its diversity. Google is an internationally known organization that encompasses a workforce with a wide range of age groups, cultural background, physical abilities and disabilities, race, religion, sex, and sexual orientation. This has been part of their mission since they support a well diverse clientele. Google believes that operating with such a diverse workforce increases creativity. Thus, improving and generating ideas from a culturally diverse angle (Essays, 2013). To continue nurturing productivity, Google has chosen to apply Theory Y, due to its optimistic managerial leadership style, creative and participative culture (Essays, 2013). Some of the advantages of incorporating Theory Y in Google's organization have been that by allowing autonomy, employees are able to be more creative without the restraints of traditional working hours or location (Essays, 2013). Employees can work when they feel they are the most productive, even if that means working from home. Another advantage mentioned is that employees can make better decisions, since they are not under the constant watch of a supervisor. Unfortunately, not theory is perfect. Some of the disadvantages Google has faced, while operating under Theory Y have included tasks not being completed per original deadlines. Thus, leading to loss in profit.

One example of an organization that has taken both, Theory X and Theory Y, to an extreme is Amazon. They incorporate Theory Y by encouraging creativity and inspiring employees to "develop the best". On the same token, employees are constantly being monitored

and evaluated (Theory X). Although the corporation is known for proving great rewards and incentives to their employees, employees are often disciplined with "frightful sticks of shame and dismissal" (Hadas, 2015). As stated in the article provided by Hadas "Amazon suggests that the old management theory needs to be updated to include a new category: the ultra-XY company" (Hadas, 2015, p.1). Amazon's culture motivates employees to develop great things but allows for very little flexibility. Unfortunately, although employees have a great drive to thrive, the pressure to accomplish their goals can be considered toxic (Hadas, 2015). As stated by Jeffrey Preston Bezos, founder, chairman, and chief executive officer of Amazon ""our tolerance for any such lack of empathy needs to be zero. This ultra-Y demand will presumably be enforced with the traditional ultra-X Amazon rigor (Hadas, 2015, p.1).

Apply Back to the Scenario

By understanding each employee personal work style and what motivates them; employers can adjust managerial style to meet employee's needs. By doing so, employers create a work environment that matches the culture of the organization and satisfies the overall goals of the organization.

Nellie is the perfect example of how manager's view employees under Theory X. By understanding that monetary rewards motivate her, managers could create an action plan that could lead to a promotion. Action plan could address improving her work attendance and encourage additional training that might expand her knowledge in different departments. Paying attention to the possibility that what is happening in her personal life is affecting her relationships at work could be the beginning of satisfying some of her higher-level needs like, belonging and feeling loved.

Pam might be feeling unappreciated since she has been working for the organization for 7 years and was not able to get the promotion. Managers might be able to help Pam meet her needs by understanding Pam's need to feel satisfied. Although the organization is currently under a hiring freeze, managers might be able to satisfy Pam's need to feel satisfied by providing additional training or perhaps reevaluating her current duties to some new responsibilities that might challenge her.

Jim is an example of how employers' view employees under Theory Y where employees are satisfied with their job and enjoy what they do. Unfortunately for Jim, his supervisor's managerial style does not match his work style. In order to retain Jim from leaving Scranton, managers should consider the possibility or relocating Jim to a department with a supervisor that matches Jim's work style and nurtures personality and creativity.

Just like Jim, Dwight falls under Theory Y employees; employees that enjoy their job and thrive at what they do. Although Dwight is satisfied with his salary, and monetary rewards are not a priority to Dwight; Dwight should take the position as Parks and Recreation Director to continue satisfying his higher needs.

How Theory X Theory Y can be used in public sector

Although there is not much difference as how Theory X Theory Y is used in either private organizations or public organizations, due to flexibility in managerial styles, we see a higher trend in private organizations utilizing this method of motivation. However, can still find how Theory X Theory Y is found in some public organizations.

Public organizations that run under authoritarian management or quasi-governmental often practice a Theory X motivation style. Some of these organizations might include the Fire Department, Code Enforcement, Department of Motor Vehicles and Zoning and Permitting

Departments. Fire departments in the United States function under a paramilitary style leadership. Ranks run from firefighters, medics, lieutenant, captain, battalion chief, deputy chief to chief. Departments are organized into military style levels such as companies, battalions and divisions (Firefighting, 2018). Each fire department has a strict Standard Operating Procedures (SOP) and Suggested Operating Guidelines that each employee must adhere to (Arnold, 2018). The fire department's main mission is to save lives and protect property (Brennan, 2010). This style of organizational structure leaves little or no room for autonomy or creativity. The same for other departments like Code Enforcement, Department of Motor Vehicles and Zoning and Permitting. These departments operate a rigid structure; they either create codes or implement them. Employees function with little autonomy, their jobs have very strict directions to follow and their main purpose is to provide a service, not to creative.

On the other hand, departments like Planning, Parks and Recreation, Arts and Cultural, benefit from the openness and flexibility of Theory Y. Although the Planning Department must adhere to strict codes when implementing planning designs; the success of future land plan development relies on brainstorming and creative ideas of planners. Some of the most recent urban development designs in Orange County, like Laurette, Baldwin and Avalon Park, have been a result of planners that went beyond the typical planning designs. These results would not have been achieved without the freedom of autonomy, low direction, involvement in decision making and high levels of flexibility encompassed within Theory Y.

Conclusion

Although developed over half a century ago, McGregor's Theory X and Theory Y still hold some value in today's organizations. By understanding what motivates their employees, managers can adjust their managerial style, thus creating reward systems or work environments that meet their specific needs.

Key points

- Theory X managers have a negative view of employees

- Theory X managers assume employees are lazy

- Theory X managers believe employees dislike work

- Theory X managers believe that to keep employees motivated, they must be either rewarded or punished.

- Organizations that run under Theory X have a centralized organizational structure with an authoritarian leadership style.

- Theory X works best on mechanistic organizations.

- Theory Y managers have a positive view of their employees

- Theory Y managers believe employees take pride in their work

- Theory Y managers believe employees like to be challenged

- Theory Y managers understand that the feeling of feeling accomplished is motivation on its own for employees

- Organizations that run under Theory Y have a decentralized organizational structure with a participative leadership style.

- Theory Y works best within organic organization

Suggestions for Practice

- Managers should understand what truly motivates their employees and adjust their managerial staff to satisfy the organizational culture.

- Create rewards systems that meet employees needs

- Match work responsibilities to employee's capabilities and strengths.

- Ensure that manager's leadership style matches organization's mission.

References

Arnold, E. (2018) *Fire Department Structure and Procedure in Power Point Presentation.*

[PowerPoint slides]. Retrieved from

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKE

wjI-

KHmuNPaAhVFulMKHcrECmQQFjAAegQIABAp&url=http%3A%2F%2Fctaeir.org%

2FUnit%2520Plan%2FHomeland%2520Security-

EmerSer%2FEmergency%2520Services%2FPS_HSES_4%2FPS_HSES_4_FireDepartm

entStructureAndProcedurePowerPoint.ppt&usg=AOvVaw0AxAUkIDgg9D-BI7siPju_

Bobic, M. & Davis, W. (2003). A Kind word for Theory X: Or Why So Many Newfangled

Management Techniques Quickly Fail, *Journal of Public Administration Research and

Theory.* Vol. 13, no. 3, pg. 239-264. DOI: 10.1093/jopart/mug022.

Brennan, C. (2010) The Mission of the Fire Service Warrior. *FireEngineering*. Retrieved from

http://www.fireengineering.com/articles/2010/11/fire-service-warriormission.html

Burton, N. (2012). Our Hierarchy of Needs. *Psychology Today*. 223 May, 2012.

https://www.psychologytoday.com/us/blog/hide-and-seek/201205/our-hierarchy-needs.

Accessed 02 April, 2018.

Essays, UK. (2013). Google Company Motivation Theory. Retrieved from

http://www.ukessays.com/essays/business/the-two-factor-theory-of-frederick-herzberg-

business-essay.php?vref=1

Firefighting in the United States. (2018). Retrieved March 29, 2018, from

https://en.wikipedia.org/wiki/Firefighting_in_the_United_States

Hadas. E. (2015). Amazon's ultra-XY management style. *Reuters*. 19 August, 2015,

http://blogs.reuters.com/edward-hadas/2015/08/19/amazons-ultra-xy-management-style/.

Accessed 09 April, 2018

Hattangadi, V. (2014) Theory X & Theory Y. *International Journal of Recent Research Aspects*

ISSN: 2349-7688, Vol.2, December 2014 Issue 4, pp. 20-21. Accessed 10 April, 2018

Kochan, T., Orlikowski, W. & Cutcher-Gershenfel, J. (2002). Beyond McGregor's Theory Y:

Human Capital and Knowledge-Based Work in the 21st Century Organization. Research

Gate. Retrieved from

https://www.researchgate.net/publication/237702104_Beyond_McGregor%27s_Theory_

Y_Human_Capital_and_Knowledge-Based_Work_in_the_21st_Century_Organization

Markwell. J. (2004). The Human Side of Science Education. The International Union of

Biochemistry and Molecular Biology. *IUBMB Journals*. Vol. 32, No. 5, pp. 323-325

Nishi. (2011). Theory and X and Theory Y. *Public Administration*. 27 August, 2011.

https://pubad-ias.blogspot.com/2011/08/theory-and-x-and-theory-y.html. Accessed 02

April, 2018.

Theories X and Y. (2008). The Economist Newspaper. 06 October, 2008.

https://www.economist.com/node/12370445. Accessed 06 April, 2018.

Conclusion

Although these foundational theories occasionally still see modern application in the field of human motivation and its study, they have largely fallen out of favor. However, their influence lives on through the contemporary work they have inspired. It would be difficult to find research on human motivation today that did not in some way borrow, at least in part, the concepts presented in Maslow's Hierarchy of Needs. Even the other foundational theories share very similar themes: human motivation is dependent on the individual, everyone has their own unique needs to be met, and the necessity of creating the ideal structure and environment for the workplace.

Through the use of the hypothetical scenario presented, it can be seen how each theory is able to provide an adequate explanation along with possible solutions on how to improve employee satisfaction and performance, with little difficultly. Each of the foundational theories has their own stipulations on the best ways to organize, recruit, and retain employees. All of these start with management identifying the situation and where their employees would be placed on a scale or particular category. Depending on the exact theory, management would tailor his or her decisions in a way that ensures all employees' needs are being met. Managers using Maslow's Hierarchy of Needs would identify where each employee falls on the pyramid and makes decisions based on how they can be raised up higher. Herzberg would identify which employees are not satisfied and make sure both a person's hygiene and motivation needs are met by altering the conditions of the workplace. McClelland would train managers to identify which of the three needs an employee has and tailor their activities accordingly. Using McGregor's Theory X and Y, management would attempt to match personality styles between the organization and the employees. When we review the possible applications of these academic

works, there is often a distinct difference between the personalities of public and private sector employees. Using this knowledge, managers are able to adapt and better tailor a workplace so that the greatest potential can be reached.

Some may say that the foundational theories discussed here may no longer be relevant, but it may be more accurate to say they simply evolved. As modern motivational theory changes, the elements that foundational theories introduced still persist. How modern research uses morals, interests, choices, needs, and perceptions for ways to maximize the efficiency of a workplace can all be traced back to the early theorists. It is clearly important that these concepts be remembered as the study of this academic discipline continues. As the field further evolves, it is unlikely that the works of Maslow, Herzberg, McClelland, and McGregor will not be able to claim credit for its ultimate standing.