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Motivation 101: A Guide for Public Servants

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## Part 4: Human Nature Theories of Motivation

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Human Nature Theories of Motivation:

The Hawthorne Effect, Motivation 3.0, Myers-Briggs, and the Golden Circle

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PAD6417 – Human Resource Management

### Human Nature Theories of Motivation

At the turn of the 20<sup>th</sup> century, Frederick Taylors' Scientific Management Theory dominated the industrial landscape. Managers focused on the best, most efficient ways to accomplish tasks, and viewed workers as replaceable cogs in a machine. But a series of experiments at a factory outside of Chicago led to a new perspective of management and motivation, one that focused on people. This approach, developed by Elton Mayo, established Human Relations Theory and laid the groundwork for future human-nature models to follow, including the Myers-Briggs Type Indicator, Motivation 3.0, and the Golden Circle.

The Hawthorne experiments demonstrated that social contexts impact motivation and satisfaction more than other factors such as compensation and physical environment. They also highlighted the importance of participatory management, two-way communication, and informal teams. But more importantly, they focused on workers as individuals (Mayo, 1933).

The focus on people and their differences continued with the Myers-Briggs Type Indicator. It's a self-assessment tool that sorts people by psychological type, which determines how they perceive the world and make decisions. Knowing and understanding employees' types allows administrators to motivate and engage individuals using the most appropriate and effective means as determined by those type (Myers, 1962).

Daniel Pink's Motivation 3.0 centers around intrinsic motivation, or motivation that comes from within each person. It's driven by three elements: autonomy, mastery and purpose. It also negates the impact of extrinsic rewards like increased compensation, mirroring the findings of Mayo. From an administrative perspective, organizations and administrators should provide a work environment that has the power to unlock this motivation in their employees (Pink, 2009).

A relatively new theory that calls for leaders to inspire action in others, Simon Sinek's Golden Circle describes three layers of organizations: why, what, and how. "What" describes what an organization does, and "How" relates to the methods for doing it. But "why" lies at the center of the circles and represents the underlying reasons and motivation. This is where successful leaders should start to inspire purpose and passion (Sinek, 2011).

These theories all have common threads, but what's the takeaway for public administrators, supervisors and managers? To start, it's critical to have an understanding of why motivation is important to your organization. Employees who are motivated and engaged are more productive, more innovative, more satisfied, and less likely to leave (U.S. Office of Personnel Management, 2016). This is just as important for public agencies as private companies, perhaps even more so considering the critical services governments provide to citizens. Recognizing this, the Federal government conducts an annual survey, part of which focuses on employee engagement. It measures perceptions of leadership, communication, motivation, interpersonal relationships, trust, respect, support, intrinsic work experience, and competency (U.S. Office of Personnel Management, 2016). These are all elements of Human Nature that leaders in public organizations can follow to develop productive and motivated employees.

## The Hawthorne Effect and Human Relations Theory

James Smith

What is the Hawthorne Effect? To some, it means a change in behavior and performance in response to being observed (Landsberger, 1958). But subscribing to this narrow definition fails to capture the important lessons of how social interactions influence productivity and motivation that researchers learned from a series of experiments conducted at the Hawthorne Works factory between 1924 and 1933. Those studies formed the basis of Elton Mayo's Human Relations Theory of organizational management, which in turn led to a broader examination of the role human nature plays in motivation and job satisfaction.

Mayo's analysis and interpretation of the studies examined several key aspects of the effect of social contexts on worker motivation and output. In particular, "Hawthorne researchers raised questions about (1) the means of appealing to motivating influences for untapping potential; (2) the qualities of effective leadership and supervision; (3) worker participation and involvement in company decision-making; (4) job satisfaction; (5) resistance to change; and (6) group norms" (Sonnenfeld, 1985). Some of the main ideas developed from the Hawthorne studies that impact worker motivation include:

- Social contexts and relationships are more important than other factors such as working conditions and compensation when it comes to workers' motivation.
- Supervisors should work in close proximity to and interact with subordinates.
- Upward and two-way communication between management and workers leads to increased trust and respect.
- Talking with employees and listening to what they have to say improves interpersonal relationships.

- Informal teams organize and assert influence by creating their own norms and standards (Mayo, 1933; Roethlisberger & Dickson, 1939; Sonnenfeld, 1985).

These concepts represented a sea change to the prevailing school of thought at the time, Frederick Taylor's Scientific Management Theory (Jung & Lee, 2015). It meant a shift from task-oriented work and top-down management to an idea that placed the focus on the needs of the workers and social interactions. Mayo's ideas revolutionized management theory and the burgeoning field of social science. "The end result of the Hawthorne experiments was that it opened up a whole new dimension for management. The demonstration that a human being is a social animal led to the conclusion that there were advantages to treating workers as a responsible being rather than as a cog in a machine" (Nhema, 2015, p. 173).

### **Hawthorne Effect and Human Relations Theory in Action**

How can a 90-year old theory apply to today's public administrator? The idea that human nature comprises an important aspect of worker motivation transcends time and disciplines. This sample scenario demonstrates how the lessons of the Hawthorne studies remain relevant in the modern public workplace.

#### **Real-World Scenario**

Motivation and morale at the Gotham City Branch of the Department of Motor Vehicles reached an all-time low last year. Employees were leaving in droves, and productivity and output slowed to a crawl, resulting in long delays for driver's waiting for new driver licensees, renewals, reinstatements, and other changes. Maria, the branch manager, couldn't understand the reasons behind the poor performance. The workers at the branch received comparable pay to their peers across the state, and they had a generous benefits package that included affordable medical

and dental insurance, along with retirement benefits, and paid leave and sick time. The work-space wasn't an issue either, since recent renovations meant the office featured comfortable and modern spaces with everything workers needed to get their jobs done. So, what else could be the problem?

Maria might benefit from the lessons learned in the Hawthorne experiments. These concepts hold the key to unlocking worker morale, motivation, and productivity. To get a better understanding of how these concepts might help in this scenario, it's necessary to first take a closer look at the Hawthorne experiments and what the researchers learned about human nature in the work environment.

### **Explanation of Theory**

#### **Definition**

As already mentioned, the idea behind the Hawthorne studies encompasses more than just changes in behavior in response to being observed. Mayo's Human Relations Theory entails a broader understanding of human nature and social interactions that impact worker satisfaction, motivation and performance (Mayo, 1933; Roethlisberger & Dixon, 1939). Hawthorne researchers discovered that "The social system, which defined a worker's relation to her work and to her companions, was not the product of rational engineering but of actual, deep-rooted human associations and sentiments" (Anteby & Khurana, 2012). Key concepts of the theory include understanding that social contexts are more important than physical factors, and the importance of participatory management, upward communication, and informal teams. To better understand how researchers reached these conclusions, let's take a closer look at the studies conducted at the Hawthorne plant.

## **Background**

The idea of listening and paying attention to employees seems like common sense today, but at the turn of the 20<sup>th</sup> century, many managers subscribed to Frederick Taylor's Theory of Scientific Management that focused on training workers the fastest and most efficient way to accomplish specific tasks based on scientific study. This resulted in improved productivity, but also increased monotony while eliminating variety, feedback and autonomy ("Frederick Taylor and Scientific Management" n.d.). Around the same time, social reformers began to draw attention to the appalling working conditions faced by many industrial workers. In response, and in order to decrease high turnover and prevent unionization, companies turned to the idea of welfare capitalism, which increased worker benefits and safety. One company, Western Electric, decided to conduct experiments to gain a better understanding of worker motivation (Harvard Business School Baker Library Historical Collections, n.d.).

The human approach to management and motivation grew out of these research studies conducted at a sprawling factory on the outskirts of Chicago beginning in the 1920s. More than 40,000 workers at the Western Electric Hawthorne Works manufactured telephones and communications equipment for AT&T. In order to gain a better understanding of the workers' productivity and morale, the company commissioned a series of studies between 1924 and 1933 to examine the effect of various factors on worker output (Harvard Business School Baker Library Historical Collections, n.d.).

The initial study, conducted by the National Research Council, focused on the effects of lighting on productivity. Guided by the idea of Scientific Management, researchers in the illumi-



nation study manipulated lighting levels in several areas; they increased lighting levels, decreased lighting levels, and even returned lighting to original levels. But no matter what they did, productivity increased (Mayo, 1933). Did the workers increase output simply because they were under observation? In social research, changes in behavior resulting from subjects who are aware they are under observation is known as “The Hawthorne Effect” (Landsberger, 1958). But the results of the experiments at the Hawthorne Works eventually led to a deeper understanding of the role human factors play in worker motivation and satisfaction.

Seeking to comprehend the results of the illumination experiment, the company turned to Elton Mayo from Harvard Business School for further analysis and experimentation, and he took a more comprehensive approach to understanding the changes in behavior that resulted from the studies. His work, along with that of his protégée, Fritz Roethlisberger, examining and interpreting the results of the experiments at the Hawthorne plant led to the formulation of Human Relations Theory of Management (Harvard Business School Baker Library Historical Collections, n.d.). “The conclusions drawn by Mayo from the Hawthorne studies established the beginnings of the importance of management style as a major contributor to industrial productivity, of interpersonal skills as being as important as monetary incentives or target-setting, and of a more humanistic approach as a means of satisfying the organization’s economic needs and human social skills.” (“Elton Mayo”, n.d.)

The initial illumination study results lead researchers to conduct additional experiments at the Hawthorne Works. The results of these experiments laid the foundations of Human Relations Theory.

**The Relay Assembly Test Room.** The most important study focused on a group of six women assembling telephone relays in a small room separated from the main shop floor. Of all

the tests, it lasted the longest with researchers conducting various experiments over a five-year period. Overall, this group increased and maintained higher output in relation to other workers and decreased absences by 80 percent (Mayo, 1933). The researchers noted several important elements of productivity and job satisfaction, which included:

- Proper supervision: A friendlier, less harsh management style focused on the personal needs of the workers. Mayo wrote about the supervisor in the test room "...he took a personal interest in each girl and her achievement; he showed pride in the record of the group. He helped the group to feel that its duty was to set its own conditions of work, he helped the workers to find the 'freedom' of which they so frequently spoke" (1933, p. 71).
- Employee participation: The group was consulted before every change and allowed input and discussion (Mayo, 1933).
- Group cohesiveness: The group developed into a social unit comprised of informal relationships and leaders. Non-work experiences spilled over into the workplace. (Mayo, 1933).

Taken together, these elements lead to a "better mental attitude and greater enjoyment of work" for the group (Mayo, 1933, p. 69). One superintendent at the factory, George Pennock, noted that the group required almost no supervision at all (Mayo, 1933). In other words, they became intrinsically motivated.

**Second Relay Assembly and MICA Splitting Test Rooms.** In an attempt to confirm the results of the Relay Assembly study, researchers conducted two supplemental studies with different groups. They created a second small group of relay assembly workers and another group of mica splitters to isolate and test the effect of pay incentives and rest pauses in work. Production

in these group increased initially but then leveled off, leading researchers to conclude the effects of wage incentives were limited and that these factors alone could not explain the results in the first group (Sonnenfeld, 1985).

**Interview Program.** Taking notice of how the change in morale increased efficiency in the Relay Assembly Test Room, the Hawthorne researchers started another program that would go on to interview 21,000 workers (Sonnenfeld, 1985). One of the first things they discovered was that non-directed interviewing allowed employees to be more candid. Instead of asking direct questions, interviewers focused on listening in order to create open conversation and free expression (Sonnenfeld, 1985; Harvard Business School Baker Library Historical Collections, n.d.). Researchers then used this employee feedback to establish supervisor training programs based on the information they learned (Roethlisberger & Dickson, 1939).

**Bank Wiring Room.** The final phase of the Hawthorne studies was initiated in response to some of the findings of the interview program and focused on the effects of social groups on work behavior. Researchers examined informal employee organizations that created their own group norms and leadership with the power to influence attitudes, behaviors and outputs.

### **Broader Impacts**

The Hawthorne studies and the human relations approach represented a paradigm shift from Taylorism. The recognition of the roles individuals and social groups play within organizations led to a new way of thinking about employees. “Group dynamics, leadership, motivation, participation and job environmental factors were also recognized as important variables,” according to Nhema (2018, p. 174). “This approach changed the view that employees are mere tools and in the process advanced the notion that employees are valuable resources.”

These lessons remain relevant today. Organizations that do not take these principles into consideration are “consistently less successful than those that do” (Harvard Business School Baker Library Historical Collections., n.d.).

### **Applications of Theory**

What can public administrators learn from all this? The lessons are simple but powerful. Get to know your employees on a personal level. Keep an open-door policy, and listen to what they have to say. Spend more time interacting with them during the day. Instead of handing down directives, create honest, open two-way dialogue: seek out their input, and try to incorporate their ideas.

### **Applied Theory - Scenario**

Looking back at the DMV scenario, how can the lessons from Hawthorne be applied?

In response to the problems at the branch office, the state office hired a consultant to assess the situation. The first thing the consultant, Bob, decided to do was to interview all the employees to get their input and feedback. Taking a page from the Hawthorne playbook, he avoided asking too many direct questions, opting instead to allow the workers to speak about whatever was on their mind. This conversational approach provided deeper insight in the perceptions of each worker. A few common threads emerged as well. Several workers complained they had little involvement in office-decisions. Maria usually emailed changes in office policies and procedures to her staff without seeking input. Others felt like Maria provided little direction or guidance. Almost no one felt comfortable approaching her when issues or problems arose. Some workers used the opportunity to vent, or to discuss personal problems they faced at home that also impacted their work. But since they lacked any sort of interpersonal relationship with Maria, they never felt comfortable discussing these problems with her.

Bob's next step involved visiting the office and observing working conditions. He noticed that Maria kept her office door closed most of the day and rarely ventured outside to mingle with her employees. When she did speak with employees, it was only to remind them of the tasks they needed to accomplish. In response to this management style, several areas even formed their own informal teams that regulated their output to a level they deemed appropriate.

Using his observations and the employee feedback, Bob recommended leadership training for Maria to provide her with the human relations skills needed to connect with her employees and thereby increase office morale and motivation. Based on Mayo's human relations approach, the training emphasized the importance of keeping an open-door policy, developing interpersonal relationships with individual employees, and improved communication skills, including active listening and seeking input and feedback regarding decisions affecting workers.

Bob's recommendations aligned with key concepts learned at the Hawthorne Works such as understanding that social contexts are more important than physical factors, the importance of participatory management, and how two-way communication along with listening builds trust and respect. By taking a human relations approach to the problems at the Department of Motor Vehicles, Bob was convinced that worker morale, motivation and productivity would improve, resulting in better and faster service to the local citizens they served.

### **Applied Theory - Public Sector**

While motivation and management theories are often associated with business and industry, their lessons are no less relevant when applied to the public sector. They may be even more pertinent given the often-critical nature of public service jobs combined with lower compensation compared to the private sector. Mayo's Hawthorne theory is no exception.

To demonstrate this, Jung and Lee (2015) examined the relevance of the Hawthorne studies to the U.S. Federal workforce. They set out to determine if the results of the original experiments could be applicable to the public sector, notably the importance of human relations and participative management on performance and motivation. Additionally, they wanted to demonstrate the importance of human relations in the era of New Public Management, which emphasizes economy and efficiency.

Using data from a Federal workforce survey, they reached the same conclusions Mayo demonstrated for industry. Trust, collaboration and communication all led to improved performance and perception (Jung & Lee, 2015). They concluded that “organizational managers in the public sector need to put more focus on building organizational culture, in which employees can have better empowerment and ties with others. Humane and democratic attention to organizational employees will result in higher motivation, satisfaction, organizational performance, and bureaucratic accountability” (Jung & Lee, 2015, p. 523).

Employee empowerment practices that included “sharing information about goals and performance, providing access to job-related knowledge and skills, and granting discretion to change work processes” impacted employee satisfaction more than extrinsic rewards in an analysis of the Federal Employee Viewpoint Survey (FEVS) (Fernandez & Moldogaziev, 2015, p. 375). Specifically, Fernandez and Moldogaziev found that employee involvement in setting goals and structuring their work environment leads to higher satisfaction and motivation. Leaders in the study displayed leadership behaviors such as “leading by example, involving other in decision making, coaching, informing, and showing concern for others” (Fernandez & Moldogaziev, 2015, p. 375). These are some of the same findings Mayo wrote about almost a century before, and they demonstrate how human relations matter for public workers.

Looking at how public service agencies' mission and goals effect motivation, Wright and Pandey (2011) expand upon the legacy of Hawthorne to determine how individuals' perception of these goals effects their work behavior. As most governmental organizations provide public service, their missions are often deemed meaningful and valuable to the community. They found that public-service employee attitudes and motivation benefit from clear, achievable, and worthwhile agency goals, improving both job satisfaction and absenteeism. Furthermore, perceived social impact correlates directly to employee motivation and performance. The lesson for public administrators should be to establish and reinforce the connection between employees and the agency's mission and goals. "The effectiveness and performance of government agencies may be enhanced by three interrelated levels of intrinsic rewards—task, mission, and public service—that are available through the employee's role in the organization" (Wright & Pandey, 2011, p. 34).

**Hawthorne and the Federal Employee Viewpoint Survey.** An annual government-wide survey of Federal employees, FEVS provides a treasure trove of data about government workers' perceptions of how effectively their agencies are managed. One important aspect of the survey relevant to Mayo's Human Relations Theory measures employee engagement, or "the employee's sense of purpose that is evident in their display of dedication, persistence, and effort in their work or overall attachment to their organization and its mission" (U.S. Office of Personnel Management, 2016, p. 3). The Employee Engagement Index (EEI) looks at factors that lead to employee engagement in three areas:

- **“Leaders Lead** reflects employee perceptions of the integrity of leadership, as well as leadership behaviors such as communication and workforce motivation

- “**Supervisors** describes the interpersonal relationship between employee and supervisor, including trust, respect, and support.”
- “**Intrinsic Work Experience** captures employee feelings of motivation and competency relating to their role in the workplace” (U.S. Office of Personnel Management, 2016, p. 3).

Many of these concepts originated from the findings of the Hawthorne studies. Communication, motivation, interpersonal relationships, trust, respect, support, and intrinsic motivation all directly relate to the concepts of human relations theory. The U.S. Office of Personnel Management selected these factors because of their effect on employees’ attitudes, absenteeism, turnover, productivity and performance. Moreover, they view employee engagement as critical to their mission of efficiently and effectively supplying services and security to the American public (U.S. Office of Personnel Management, 2016). The fact that these qualities of employee engagement play a prominent role in measuring motivation and satisfaction in the government workforce demonstrate the continued relevance of Hawthorne to public sector organizations.

### **Conclusion**

At a time when most organizations followed the task-oriented principles of scientific management, Elton Mayo and the researchers at the Hawthorne Works revolutionized the understanding and practice of employee motivation and management by focusing on people and human relations. Participative management, open communication, and interpersonal relationships all play important roles in achieving and maintaining employee motivation and satisfaction, leading to increased performance (Mayo, 1933; Roethlisberger & Dickson, 1939; Sonnenfeld, 1985).

Applying these theories requires an understanding that employees are more than cogs in a machine. They are individuals who value social contexts and relationships more than extrinsic



motivators such as compensation or physical working conditions. Administrators should establish interpersonal relationships with their employees and include them in the decision-making process. Communicate changes, and listen to input. Following these principles will lead to a happy, motivated, and productive public workforce.

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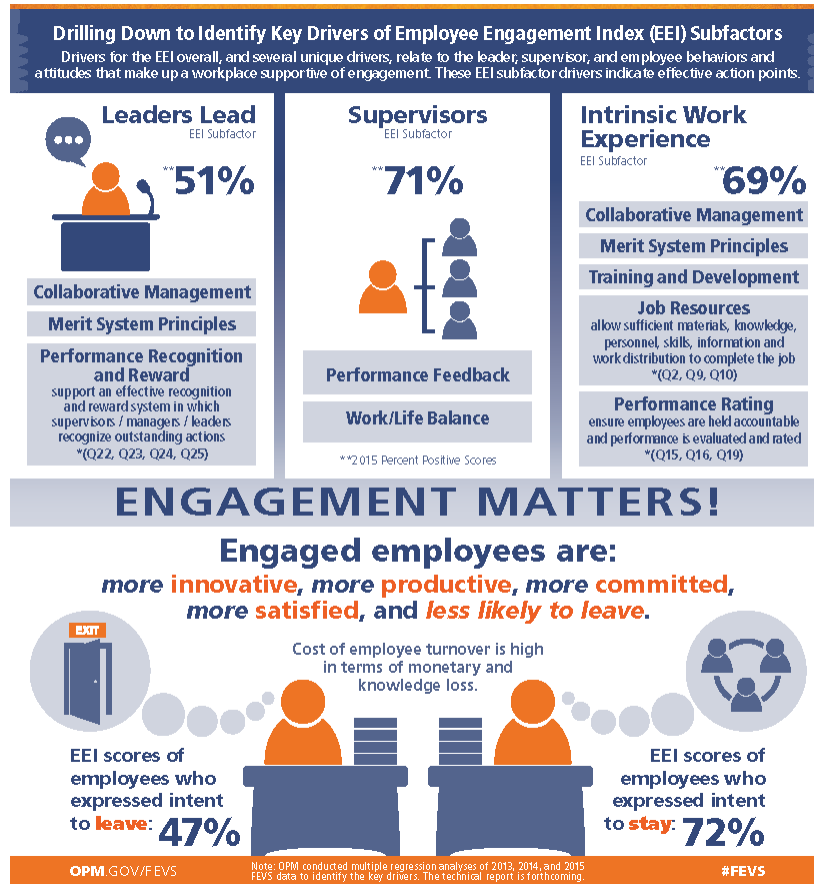
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## Resources

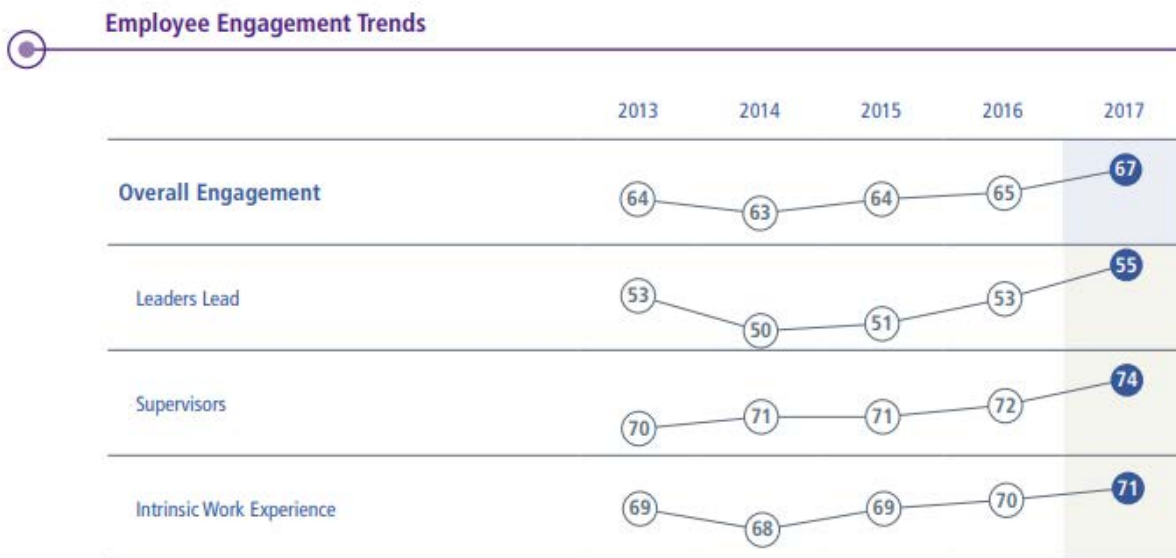
- Harvard Business School Baker Library Historical Collections: Includes overview, research links, selected digital historical resources and a guide to archival collections.  
<https://www.library.hbs.edu/hc/hawthorne/intro.html#i>
- The Human Relations Movement: Definition and Significance to Organizational Behavior, Video: <https://www.youtube.com/watch?v=F2k018hctZQ>
- Office of Personnel Management, Federal Employee Viewpoint Survey:  
<https://www.opm.gov/fevs/>

Appendix A



(U.S. Office of Personnel Management, 2016)

Appendix B



(U.S. Office of Personnel Management, 2017)

### Motivation 3.0

Glory Kure

#### **Scenario**

Dixon Organization is an organization that deals with special needs children. They plan different kinds of events like creative arts, physical exercise, dance, and so much more. The organization reaches out to schools that teach special needs children within the community.

Shirley works as a staff member who handles all the events, comes up with ideas and makes sure they are executed. She works 42 hours a week. She gets paid less but does most of the work. The only thing that keeps Shirley motivated and going is her passion and the purpose that she found in reaching out to the children. She offers her services to the organization happily despite how she is treated. Every day when she wakes up all she thinks about is what to do differently from previous events for the children. She works without complaining because of the joy she derives from doing it.

## **Background and History**

Daniel H. Pink is the author of several provocative, bestselling books about business, work, and behavior. Pink focuses on the performance and satisfaction at work, at school, and at home. Pink (2009) explains what science knows and what business knows. His books have won multiple awards and have been translated into 37 languages. He lives in Washington, DC, with his wife and their three children.

### **Private versus Public Sector Managers**

The private sector faces a crucial domestic and foreign competition while the public sector is struggling with personnel costs that leads to lack of productivity (Khojasteh, 1993, p. 391). Lack of a motivated workforce is one of the major problems facing both the public and private sectors. Public sector managers experience lower levels of satisfaction than private sector managers. The public-sector managers indicate that application of rewards upon performance does not effect on the employees to perform better compared to the private sector, where actions are rewarded based on the degree of performance of the given job assigned to the employee.

Lack of motivation in the public sector is more crucial than in the private sector because private sectors pay more attention to their employees than the public sector.

### **Employee motivation**

The level of performance of an employee in an organization depends on their abilities and willingness to work (Islamia, 2011, p84). The ability for an employee to work depends on the level of motivation the employee has that drives his or her ability and willingness to work. It encourages employees to contribute their maximum efforts to achieve a higher level of performance. Motivation is defined as the “psychological forces that determine the direction of a person’s behavior in an organization, a person’s level of effort, and a person’s level of persistence” (Islamia, 2011,



p85). Motivation drives the confidence of employees to encourage them to do their best in accomplishing assigned tasks willingly. Employee motivation is the key to achieve unexpected results. In an organization, people may not necessarily be motivated by monetary rewards but motivated inwardly. Different people have a different orientations to get motivated. The factors that affect motivation are broadly classified into two categories: Intrinsic Motivation and Extrinsic (Islamia, 2011). Going back to the scenario, Sheryl finds her motivation from what she enjoys doing despite how frustrating it gets.

### **Intrinsic Motivation in the Workplace**

According to Thomas (1943), jobs have changed over time and employees now need a different kind of motivation. Organizations have recognized the need for intrinsic rewards and decided to come up with something named “employee engagement”, which means engaged workers are actively self-managed. Employee engagement simply means that they commit to a meaningful purpose, apply their intelligence to choose how best to accomplish the purpose, and monitor their activities.

Aactive self-management requires more than economic rewards. It is energized and sustained by intrinsic rewards (Thomas, 1943). There are four main intrinsic rewards such as a sense of meaningfulness, a sense of choice, a sense of competence, and a sense of progress.

### **Background Overview**

Motivation 3.0 is a term used by the well-known writer, Daniel Pink, who develops, in his book, “Drive,” three types of motivation: motivation 1.0, motivation 2.0, and motivation 3.0. Having examined these three versions which are constructed considering outward inspiration, Daniel Pink presents the idea of intrinsic needs. The drive to do something because it is interesting, intriguing, and absorbing. Such desires are normally met when employees work in an environment that

encourages autonomy (they recognize what they must do, how they must do it and who they do it with), mastery and purpose.

Intrinsic motivation relates to any conduct that is driven just by internal rewards. This means that the motivation to engage in a certain behavior stems from within the person because they experience natural satisfaction. Like computers, societies have operating systems based on laws and social-economic frameworks that are built on assumptions of how things work and how humans behave. Pink (2009) traces how these basic assumptions (and consequently society's operating systems) have evolved over time. Humans have a desire to learn, to create, and to make the world a better place. In short, it recognizes the power of intrinsic motivation. Intrinsic motivation essentially involves three elements: Autonomy, Mastery, Purpose (Pink, 2009)

### **Autonomy, Mastery and Purpose**

#### **Autonomy**

Autonomy means acting with choice (Pink, 2009). Daniel Pink is convinced that people need autonomy over task (what they do), the time (when they do it), team (who they do it with) and technique (how they do it). Since Pink believes that employees in the world of motivation 3.0 are mostly intrinsically motivated, he doesn't think that autonomy will be abused.

According to Pink (2009), autonomy is an individual choice, these choices include submitting an assignment at the right time, attending classes, going out to meet up business partners at a given time. Autonomy also influences individual performance and attitude because the decision that the person makes can either improve performance positively or negatively. People want to have control of their lives and what they do.

**Mastery**

Mastery has to do with the mind and how the mind affects your outward behavior. According to Pink, humans love to get better at doing stuff. They enjoy the satisfaction of achieving a goal and progress. What we think and how we act depends on our mindsets (Pink, 2009).

Employees enjoy their progress at work when it's an inner drive. A lack of opportunity at work for self-improvement or personal and professional development is likely to make employees more bored and demotivated. A key implication for managers is to set tasks for employees that are neither too easy nor too challenging. Pink (2009), calls such tasks "Goldilocks tasks." Tasks that are not too difficult or too easy to do. Goldilocks tasks push employees out of their comfort zones and allow them to stretch themselves and develop their skills and experience further.

**Purpose**

Purpose is defined as working toward something larger and more important than themselves (Pink, 2009). In the 21<sup>st</sup> century people don't only work for personal gains anymore, but also want to make the world a bit better. It can be a strong motivator if employees have a more important vision that their work is contributing to the organization. If that vision does not exist, it will be difficult to motivate intrinsically motivated people to engage in a cause.

Purpose provides activation energy for living. People who find purpose in their work unlock the highest level of the motivation game. Pink, (2009) says that it's connecting to a cause larger than yourself that drives the deepest motivation. Purpose is what gets you out of bed in the morning and into work without complaining.

People who find purpose in whatever they do tend to succeed and enjoy their work compare to those who do not have a proper direction on what they want they do.

**Intrinsic Motivation**

Intrinsic motivation is not looking for reward outwardly but finding your reward from inside which pushes one to work and achieve good results. A person with a sense of autonomy and mastery can grow and reach new heights. According to Pink (2009), if that same person has gained a sense of purpose, even more can be accomplished. An individual will exceed every expectation if given autonomy. The time, effort and money needed to gain mastery of a skill or situation will be willingly invested. A person given a purpose for doing something, no matter how bad the job is, will do the job to the best of her or his ability. Pink (2009) seems to advocate that autonomy in any situation will prompt a motivation to achieve beyond expectations.

For simple, straightforward tasks, Pink acknowledges that out-of-date financial rewards or a carrot and stick approach to motivation DO work. These can be considered as "external" methods of motivation. They are simple, and they still work. He accepts that money is a motivator at work, but once people perceive that they are paid fairly, then they become much more motivated by intrinsic elements (Pink, 2009).

### **Applications**

Sometimes people do not get motivated in the workplace because not everyone enjoys what they do. Shirley is motivated by the love she has for special needs children, and that is why she works the hours given her even though she is not been paid well.

### **Theory used in public sector**

Working in the public sector can be very demanding regarding work. People who work with the public need motivation to give their best. The motivational pressure to contribute to society unselfishly, even being willing to sacrifice yourself for society and have an opinion about it can be challenging when doing what you do not enjoy.

Theories on motivation and behavior of public servants have one of a kind assumptions regarding the nature of human behavior. Public service motivation can be found in any individual: it is not limited to those working in the public sector.

According to Alexander & Gregory (2015), intrinsic and prosocial motivations have been recognized as crucial variables in public and nonprofit-sector contexts. Although each kind of motivation has often been handled as particularly related, they are special in that the former refers to the enjoyment of one's work and the latter to helping others as sources of motivation. Employees who are driven by intrinsic motivation perform better than other employees who are in-role and e-work outside office times (Alexander & Gregory, 2015)

Furthermore, Gregory and Alexander argue that intrinsic and prosocial motivation can result from cognitive coping mechanisms that occur in situations where employees are led to expect few extrinsic rewards. In my scenario, Shirley enjoys her work because she finds her motivation from within and doesn't expect to be motivated externally.

Auger and Woodman (2016) argues that organizations have difficulty acting on intrinsic motivation because of their general tendency to prefer extrinsic motivation tool. Intrinsic motivation is needed in an organization in other to achieve creativity and achieve better goals. Shirley had found her motivation from within that is why she finds ways to create something new for the children.

Secondly, intrinsic motivation has a strong cognitive dimension, linked to the perception that people have of their ability to act in their surroundings (Auger & Woodman, 2016). If people have an "internal drive," they praise themselves for the results of their actions and are intrinsically motivated.

For Auger & Woodman (2016), the aim of their research was to discover how intrinsic motivation and creativity are linked. When one is motivated internally, the person tends to be more creative. Example: A company that needs to win a million-dollar proposal needs creativity to do it differently. Finding someone who enjoys doing its job can create something that is profound and unique to win compared to the person who work for the money sake.

### **Non-profit organization**

Park (2009) also argues that motivating employees to be both positive and effective in performing their work remains a crucial challenge for managers, and selecting, retaining, and managing highly motivated people are primary human resource functions.

In the public sector, as Behn (1995) argued, public human resource management motivates employees by increasing job and organizational performance and effectiveness at the micro-level. As well as ultimately pursuing social purposes at the macro-level. From a management point of view, motivation is a key determining factor used by employees' and managers to develop the organization success and development (Park & Word, 2009).

That is, work motivation is directly linked to an employee's perceptions and behaviors, which in turn reflects how well the manager oversees an organization's employees. Once a supervisor or personnel manager is motivated to do a good job, their behaviors tend to transfer over to the employees they manage (Park & Word, 2009, p. 707).

Public and nonprofit employees are both significantly motivated by intrinsic factors. The factors most significantly related to motivation in both sectors included the overall reputation of the organization, ability to serve the public, and a desire for less bureaucratic red tape (Park & Word, 2009, p. 707). The strong bonds of both public and nonprofit managers to intrinsic motivat-

ing factors shed light on the theoretical similarities between the two sectors and suggest the workforces of these sectors are in many ways similar even though the organizational contexts are somewhat unique (Park & Word, 2009, p. 708).

### **Positive Affect and Intrinsic Motivation**

Employees who find motivation from an inner drive tend to achieve positive results than those who work for the sake of the money. Isen and Reeve (2006) define and measures intrinsic motivation in two ways:

- Through a person's self-report of how interesting and enjoyable the task.
- Through the behavioral measures of choice of, and amount of time engaged with, the task during a free-choice period in which there are no extrinsic rewards or incentives associated with choosing or engaging in the task (Isen & Reeve, 2006, p. 298).

People in positive affect will be more likely to choose and engage the more enjoyable task, report greater enjoyment of it, and spend more time engaging it during a free-choice opportunity, compared with controls (Isen & Reeve, 2006, p. 299).

### **Conclusion**

In conclusion, intrinsic motivation is when internal rewards drive an individual. Pink talks about three intrinsic elements: autonomy, mastery, and purpose. Purpose drives autonomy which in turn reflects mastery and eventually produces positive results. People work not because they enjoy what they do but because they need to meet life challenges. The workplace needs to give their employees the chance to be creative and enjoy what they do by finding ways in motivating them.

The public sector most times ignore what motivates their employees and only gives rewards according to the work done. How much better could the results be if the employees enjoy what

they do by finding their internal reward? According to Pink (2009), intrinsic motivation leads to positive results, which leads to happier and fulfilled lives.



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## Myers-Briggs

Lynda Pierre

No two people are exactly alike and throughout life, often time one may wonder why a person act the way he or she does or process situations differently and most times it is not understood but that does not mean that the person is wrong, it is simply a part of the different personalities that we all have which can better be comprehended through the Myers Briggs personality test. Myers Briggs also known as the Myers–Briggs Type Indicator (MBTI) is an [introspective self-report](#) questionnaire with the purpose of indicating differing [psychological](#) preferences in how people perceive the world around them and make decisions (Andel, 1985).

The MBTI questionnaire was first published in 1943 and was originally developed in the United States by Katharine Cook Briggs and her daughter Isabel Briggs Myers. Katharine Briggs was inspired to start researching personality type theory after she met first met Isabel's future husband for the first time, Clarence Myers. Whilst Clarence was a very eligible match for her daughter but Katharine noticed that he had a different way of seeing the world to her and her family, and was intrigued enough to start an extensive literature review based on understanding different temperaments and trying to understand how so. She was at awed to realize that two people with completely different perspective made a better match compared to two that have the same way of thinking and attitude. It was shortly after Carl Jung's publication of *Psychological Types* (1921; 1923 in English) that Katharine quickly realized how closely his theories was similar to hers and the fact that they was much more developed. Carl Jung was a renowned Swiss psychiatrist, and is still seen by many, along with Sigmund Freud, as one of the founding fathers of modern-day psychology. His theory of psychological types proposes that people are innately different, both in terms of the way they see the world and take in information, and how they make decisions.

Briggs and Myers thought that these ideas were so useful that they wanted to make them accessible to a wider audience (Cecil, 1982). Katharine was passionate about understanding personalities and why certain people are the way that they are. It was never anticipated to go as far as it did but throughout the years, the test have been used in schools as well as in the work place and seem to make a difference by helping people understand themselves better.

### **Scenario**

At Blue Hills Primary School, some of the students were hesitant to come to school each and every day. Parents are complaining that it is hard to make their children go to school and enjoy going there despite the fact that tuition is high and it is rated one of the top schools in the nation. Each morning, there are a line of parents and guardians trying to voice their opinions and threatening to withdraw their children out of the school because something must be wrong if the students are saying the same thing. Walking through the school, everything looks spectacular and well managed. It is an ideal school to educate students. The school is well kept, very clean and tidy. They have resources for all age and class group that are very appealing and the classes was decorated with pictures and colors to keep the children excited but still the children did not want to go. Everyone is wondering what is the problem exactly which led to the principal deciding to step in and make an executive move to monitor the classes.

Upon sitting in each of the classes, the principal soon realized that all of the students complaining was actually from one particular class, Mrs. Johnson, which caught the principal by surprise. Mrs. Johnson has been working at the school since day one meaning 26 years and is well loved by her staff and former students and parents. Principal Mcsmith was baffled because this is surprising to him to be having this issue with this particular teacher but soon realizes that Mrs. Johnson have not changed her method of teaching and although the material and lectures

are still the same, her teaching style remained the same as well. In this new era in time, technology have evolved completely but for some reason Mrs. Johnson is not grasping the concept of incorporating technology when it comes to educating the children.

The principal decided that he would have to take some sort of affirmative action right away by calling a teacher staff meeting for the very next morning to explain what he observed in all of the classes in order to ensure that everyone is on the same page across the board when it comes to incorporating the full resources that is accessible to them. Once the meeting started, he thanked all of his teachers for all of their hard work and then asked them what do they think about the incorporation of technology into the classroom and how are the students liking it? Ms. Jackson, who is a four teacher responded that she loves it and her students enjoy it because when they can work from home as well because they can pick up from where they left off in the classroom. Another teacher, Mrs. Bazile stated that it is helping the children as well as her because it is great way to interact with the students and change things up with just one click to make it more exciting. Principal Macsmith asked Mrs. Johnson, what about you? I noticed when I was in your classroom, your students did not use any form of technology and did not log in to ABCmouse (Early Learning Academy is a subscription-based digital education program for children ages 2–8, created by Age of Learning, Inc.). Mrs. Johnson response was that she does not use it and stick to bookwork and homework. When asked why? She advised the principal and her co-workers that she have been teaching for years and did not run into any problems yet and her students was still able to move on to the next grade so there is no need for her to incorporate this new way of form of teaching to the students. The principal let her know that she is a great teacher but time is changing and technology is here and continuously evolving and is here to stay so it is important that we start incorporating it when it comes to us teaching the students so they

can be better equipped for tomorrow. Mrs. Johnson is not okay with that change and is a firm believer that nothing she is doing needs to be changed. The principal realizes that he would have to talk to her one on one but also understands why the students do not want to be in her class. Based on Myers-Briggs personality type, Mrs. Johnson falls under the Inspector (ISTJ personality) because she loves traditions and old school values that uphold patience, hard work, honor, and social and cultural responsibility.

### **Explanation of theory**

Previously, it was mentioned that the background of Myers-Briggs personality came from a mother who was anxious to understand how a guy who seemed to be so perfect for her daughter yet two completely different attitudes and personality. The Myers-Briggs Type Indicator (MBTI) is a widely-used personality inventory, or test, employed in vocational, educational, and psychotherapy settings to evaluate personality type in adolescents and adults age 14 and older. The testing can be used in all different settings.

In an educational setting, the MBTI may be performed to assess student learning style. Career counselors use the test to help others determine what occupational field that may be best for them based on their results. As of the early 2000s, the MBTI is also a tool for self-discovery, mental health professionals may administer the test in counseling sessions to provide their patients with insight into their behavior. Behavioral health is often overlooked by parents and teachers from an early age and think that children is just acting out because he or she wants too or is in need of attention but in reality, it may a deeper problem than that.

In 2000, an estimated two million people took the MBTI, making it the most frequently used personality inventory available. (Mable, 2004).

### **Background - Historical Context and Foundation**

Briggs inventory is based on Carl Jung's theory of types, outlined in his 1921 work Psychological Types. Jung's theory holds that human beings are either introverts or extraverts, and their behavior follows from these inborn psychological types. He also believed that people take in and process information different ways, based on their personality traits. (Samuels, 2004).

The Myers Briggs evaluates personality type are as followed:

### **Extraversion (E)**

I like getting my energy from active involvement in events and having a lot of different activities. I'm excited when I'm around people and I like to energize other people. I like moving into action and making things happen. I generally feel at home in the world. I often understand a problem better when I can talk out loud about it and hear what others have to say.

The following statements generally apply to me:

- I am seen as "outgoing" or as a "people person."
- I feel comfortable in groups and like working in them.
- I have a wide range of friends and know lots of people.
- I sometimes jump too quickly into an activity and don't allow enough time to think it over.
- Before I start a project, I sometimes forget to stop and get clear on what I want to do and why

### **Introversion (I)**

I like getting my energy from dealing with the ideas, pictures, memories, and reactions that are inside my head, in my inner world. I often prefer doing things alone or with one or two people I feel comfortable with. I take time to reflect so that I have a clear idea of what I'll be doing when I

decide to act. Ideas are almost solid things for me. Sometimes I like the idea of something better than the real thing.

The following statements generally apply to me:

- I am seen as "reflective" or "reserved."
- I feel comfortable being alone and like things I can do on my own.
- I prefer to know just a few people well.
- I sometimes spend too much time reflecting and don't move into action quickly enough.
- I sometimes forget to check with the outside world to see if my ideas really fit the experience.

### **Sensing (S) or Intuition (N)**

You use Sensing (S) and Intuition (N) to receive and process new information either by using your five senses or in more abstract ways. Sensing and Intuition are opposite preferences.

A person's natural tendency toward one will be stronger than the other.

### **Thinking (T)**

When I make a decision, I like to find the basic truth or principle to be applied, regardless of the specific situation involved. I like to analyze pros and cons, and then be consistent and logical in deciding. I try to be impersonal, so I won't let my personal wishes--or other people's wishes--influence me.

The following statements generally apply to me:

- I enjoy technical and scientific fields where logic is important.
- I notice inconsistencies.
- I look for logical explanations or solutions to most everything.
- I make decisions with my head and want to be fair.



- I believe telling the truth is more important than being tactful.
- Sometimes I miss or don't value the "people" part of a situation.
- I can be seen as too task-oriented, uncaring, or indifferent.

### **Feeling (F)**

I believe I can make the best decisions by weighing what people care about and the points-of-view of persons involved in a situation. I am concerned with values and what is the best for the people involved. I like to do whatever will establish or maintain harmony. In my relationships, I appear caring, warm, and tactful.

The following statements generally apply to me:

- I have a people or communications orientation.
- I am concerned with harmony and nervous when it is missing.
- I look for what is important to others and express concern for others.
- I make decisions with my heart and want to be compassionate.
- I believe being tactful is more important than telling the "cold" truth.
- Sometimes I miss seeing or communicating the "hard truth" of situations.
- I am sometimes experienced by others as too idealistic, mushy, or indirect.

### **Judging (J) or Perceiving (P)**

Judging and Perceiving are preferences used in the Jungian Type Inventory. The naming is unfortunately a bit archaic as judging is more than evaluation and perceiving is not about looking at thing. They are about how we approach life: in a structured way or an open, flexible way.

### **Application of Theory**

How can public administrators benefit from all this and what can be learned? Experience is the best teacher and everything that is learned is a lesson that can be taken for a lifetime. With the Myers- Briggs concept, it is important to understand the employees' personality because some personalities will clash. Getting to know the staff on personal and a business level is very important because it will help understand which route to take with that individual. Keep an open mind that just because someone is not as going as another, it does not mean that they do not care about the job, it may simply mean that they are the type of work alone and stay quiet. Understanding what works best for the person, individual or team work makes a difference. Being transparent and understanding that what works for one may not work for another and certain supervisors.

### **Applied Theory - Scenario**

Looking back to the scenario dealing with technology not being incorporated into the classroom and the students not wanting to attend class goes hand in hand with the Myers- Briggs personality test. The reasoning behind that is because each student learn differently and some are more hands on. Simply just reading out of a textbook does not work for everyone especially if everyone is using technology and is advancing. No child would like to be left behind

### **Conclusion**

To conclude, the Myers-Briggs personality is a great fit in the public sector because it will make it easier for one to understand the people who are working around them. As far as schooling, it will help teachers understand which form of teaching works best for each child and that will help them become more successful. Applying these theories will help everyone understand why certain people do what they do and instead of getting upset, one will see that it is just

the way that the person is. Instead of isolating one another, the theory will help find a way to work together.

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## Golden Circle

Jamar Franklin

**Scenario**

There are many ways to cripple an organization, some ways from within and some from without. Of those two, weakening from within is perhaps the more harmful method, as it could “creep up,” as it were over time, not being an easily-noticed assault from the outside.

An employee, Amanda, has successfully maintained and managed projects for some years now, seven to be exact. This employee has successfully managed to marshal those in inferior positions while still retaining those employees’ admiration and respect — no easy task. In all this time, Amanda has never wavered in her commitment to her work. In fact, her love for the job has only deepened over the years. In furtherance of this fact, Amanda has become quite the self-starter while she has been employed in her job as a public school assistant principal. She took it upon herself to get an organization started at the school devoted to the task of servant leadership and student development and leadership.

To get her brainchild off the ground, Amanda needed the teachers employed below her to volunteer to lead the various facets of the organization. Amanda, of course, could not order her employees to take part in the nascent organization. Its duties, after all, extended beyond the contract hours that the duty day specified. And in any case, forcing employees to take part in a new organization is, perhaps, not the best way to produce lasting buy-in and ensure long-term support for the health and longevity of the organization.

After some corralling and some promises, Amanda is able to convince a small number of employees to take part in the work of her student group. While the number of participating em-

ployees is not as high as she would have liked, it is sufficient to start the work of the organization. Amanda's employees dutifully work with her and engage in the work of her organization on a day-to-day business.

It eventually comes to pass that Amanda's coworkers reach a state of burn-out and tire of the job. It is not the case that they are resentful or anything such. Rather, they simply have lost their *raison d'être* with regard to the organization. As it turns out, Amanda, too, has lost hers. Amanda is eventually able to gain hers back. She resolves, finally, to help them gain theirs back, too.

### **Explanation of Theory**

#### **Definition**

As has been mentioned earlier in this paper, the Golden Circle, as it is known, is, relatively speaking, a new development. Put forth as a theory for leaders to inspire action in others, Simon Sinek's idea has attracted much attention and comment in the popular press since its introduction. Despite this fact, however, a similar interest in the academic literature has not occurred, at least not yet. Currently, there is not much scholarship and/or research on the theory itself. However, much of what underpins the theory has been studied, if not the Golden Circle directly.

This theory posits that there are three "layers," if one will, to what a leader and/or organization does. There is the "Why," the "What," and the "How." This, in fact, is where the theory's name comes from. That is, Sinek literally depicts this theory in the form of a circle, with the "Why" being in the innermost circle and the "What" being in the outermost. Sinek says that leaders should start with the "Why" in order to have the greatest influence on those with whom they work. He contends that people do not respond to what people do or how they do it. After all, the

theory goes, any two organizations could have highly efficient means for carrying out their work (“How”) and produce the same product (“What”). Rather, in Sinek’s telling, people respond to the “Why,” for that is where the passion will show (Sinek, 2011).

## **Background**

Sinek’s Golden Circle is, as laid out above, a mostly new development. But it does not come from nowhere. Indeed, it appears to build on parts of theories that preceded it. As was also mentioned above, Sinek focuses on the why, how, and what of engendering inspiration in others. Said another way, and broken down into its component parts, Sinek’s theory can be said to focus on purpose, process, and results. That is, why leaders and public organizations do what they do, how do it, and what they do, or the ultimate result.

The pursuit of engaging public employees’ purpose — their “why” — is not new, of course. It has, in fact, been applied in contexts outside of the public domain, though the lessons ring true nonetheless. It was recognized some 20 years ago that “a dominant emphasis on strategy, structure and systems in organi[z]ations stifles people” (Bachani, 2017). Sinek’s theory, then, could not have been timely enough, especially considering the so-called “old style” of management. This old style was primarily known for its many constraints on employees, including the alliterative quad of “contracts, controls, compliance and constraints” (Bachani, 2017).

Speaking to another foundational influence, goal-setting theory is apparent throughout the Golden Circle. Goal-setting theory was first advanced in the 1960s by Edwin Locke (Goal Setting Theory of Motivation). Goal-setting theory is a theory of motivation — i.e., the “why” of why people do what they do — that suggests that setting goals related to a job, task, etc. is tied with one’s ultimate performance at said job or task (Goal Setting Theory of Motivation). Said another way, goal-setting theory advances the notion that “goals indicate and give direction to

an employee about what needs to be done and how much efforts are required to be put in” (Goal Setting Theory of Motivation).

With goal-setting theory being so fundamental to understanding Golden Circle theory, it is prudent to summarize goal-setting theory’s main points. And those main points can be summarized thus:

- “The willingness to work towards attainment of goal is main source of job motivation. Clear, particular and difficult goals are greater motivating factors than easy, general and vague goals” (Goal Setting Theory of Motivation).
- “Specific and clear goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding” (Goal Setting Theory of Motivation).
- “Goals should be realistic and challenging. This gives an individual a feeling of pride and triumph when he attains them, and sets him up for attainment of next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it” .
- “Better and appropriate feedback of results directs the employee [behavior] and contributes to higher performance than absence of feedback. Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and leads to greater job satisfaction” (Goal Setting Theory of Motivation)



- “Employees’ participation in goal is not always desirable” (Goal Setting Theory of Motivation).
- “Participation of setting goal, however, makes goal more acceptable and leads to more involvement” (Goal Setting Theory of Motivation).
- “Goal setting theory has certain eventualities such as [s]elf-efficacy ... [and] [g]oal commitment.” (Goal Setting Theory of Motivation).

Sinek considered goal-setting theory. Golden Circle theory posits that setting goals, especially, unrealistic ones, can help serve the greater good (Sinek, 2011).

### **Application**

Golden Circle theory relates to goal-setting theory in the following way. Golden Circle theory says that the “why” is the most important. Goal-setting theory says that one’s motivation is most important. It assumes that one’s reason for doing something is paramount. In much the same way, Golden Circle theory puts forth the belief that one’s “why” is the most important impetus for action.

To relate back to the scenario is an easy task. The scenario takes us back to Amanda. In the scenario, Amanda was ultimately able to convince her colleagues to come around to her way of thinking with regard to her afterschool program. And this theory applies to Amanda for a few reasons. Amanda is able to have her colleagues see their “why” once again. Once she does this, they start to understand their goals from the start. Seeing this, it is completely understandable why Amanda’s program begins to start up once more without Amanda having to overly convince coworkers as to why they should believe as she does.

### **Conclusion**

In the end, it is clear why public organizations should pursue Golden Circle Theory. It assumes that one's reasons for seeking one's goals are more important than the goal itself. As Simon Sinek says, people should start with the "why" instead of the "how" or the "what" of what people seek.

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## **Human Nature Theories of Motivation:**

### **Conclusion**

Lessons learned from 1920s factory workers, a psychologic self-assessment tool, and two contemporary motivational speakers and authors all have one thing in common: people. Public and private organizations are shaped by the attitudes, beliefs, passion, commitment and dedication of the individuals in their workforce. Motivating civil servants, who often face withering criticism from a distrustful public, can be especially difficult. But these theories provide a framework for public administrators to build upon.

The four Human Nature Theories of Motivation discussed here span nearly a century. The Hawthorne studies demonstrated the importance of people and interpersonal relationships. Myers-Briggs looks closer at individuals' personalities to determine how they make decisions and perceive the world. Motivation 3.0 concerns helping people achieve intrinsic motivation through autonomy, mastery and purpose, and the Golden Circle focuses on "why", the underlying meaning and motivation. Yet they all share common themes: intrinsic motivation, purpose, mission, focus on individuals, respect, trust, communication, and interpersonal relationships.

The takeaway for public administrators is to keep these principles in mind when interacting with your employees. Build relationships, develop trust and respect, communicate changes, listen, allow input, understand their individual personalities, recognize their differences, and give them purpose and direction. These are universal concepts, and they apply anywhere from city hall to the department of motor vehicles to the fire department. Incorporating these values will create an environment where employees will want to come to work every day and give their best effort, leading to more efficient, effective, and productive organizations.