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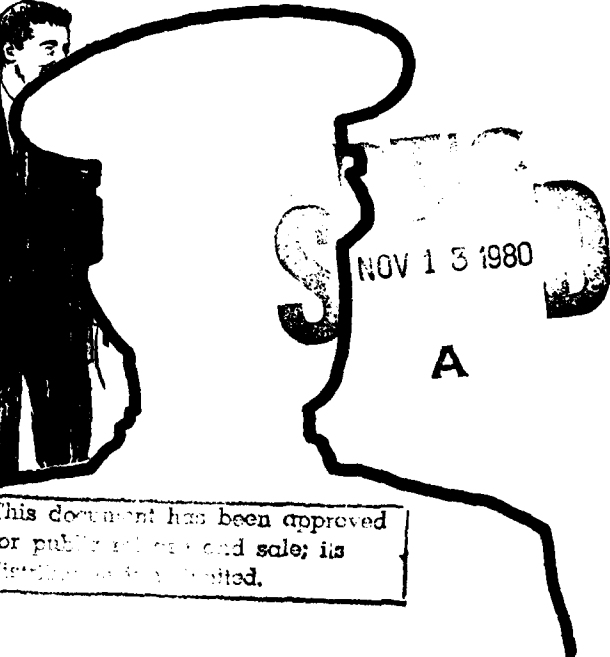
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UNITED STATES ARMY
INSTITUTE OF ADMINISTRATION
FORT BENJAMIN HARRISON, INDIANA 46216

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DEPARTMENT OF DEFENSE HUMAN GOALS

Our nation was founded on the principle that the individual has infinite dignity and worth. The Department of Defense, which exists to keep the Nation secure and at peace, must always be guided by this principle. In all that we do, we must show respect for the serviceman, the servicewoman and the civilian employee, recognizing their individual needs, aspirations and capabilities.

The defense and civilian, regular and reserve, must increase the attractiveness of military service and the civilian member and the civilian themselves and the

THE ATTAINMENT

To attract to the Department of Defense people with ability, and capacity for growth

To provide opportunity for all members, military and civilian, to attain a high level of responsibility and performance dependent only on initiative and diligence;

To make military service in the Department of Defense a model of equal opportunity for all, regardless of race, sex, creed or national origin, and to hold those who do

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ADJUTANT GENERAL SCHOOL
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PART I

HUMAN RELATIONS

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INTRODUCTION: There has been a considerable amount of rhetoric about "enlightened leadership" and how to motivate the "Now Generation" in a positive way. In an attempt to bring this rhetoric into the real-life workshops of the military, researchers sought to discover those human characteristics that correlated with both production and job satisfaction. In the search for a cookbook recipe for leadership, they found that motivation and productivity were not neatly packaged sets of techniques. This text, therefore, is not intended to be a sophisticated research report, rather it is a layman's guide to understanding the theories of Douglas McGregor, Dr. Abraham Maslow, and Frederick Herzberg (behavioral scientists). In addition, some ideas as to how these theories can be translated into practical, successful programs are presented.

If the theories of McGregor, Maslow, and Herzberg are reasonably correct, then we may be trying to provide motivation with obsolete tools or tools that are at this time inappropriate for the job to be done. If we are really serious about motivation and how it applies to you and I, and to our families and subordinates, then the theory that motivation isn't something you do to people, but something you help them want to do is essential as a starting point. To illustrate, let us go to Webster's Dictionary for a definition of two words --

"MANIPULATE. To control the action of ..., to manage or treat ... fraudulently."

"MOTIVATE. To provide with ... a motive; to move; impel; induce; incite."

Clearly the distinction between the two is that manipulation involves the use of deception or tricks, while motivation is based on the human needs or desires (motives) of the individual. This distinction is the foundation of the more recent theories of leadership and is this pamphlet's underlying theme.

Most of us can agree that one basic quality shared by successful leaders is their "human understanding." Although many outstanding managers believe that the key to motivation is worker involvement and recognition, they have trouble defining how it is implemented; it just sort of happens. As difficult as it may be to apply, "human understanding" does pay dividends in terms of morale, production, quality of performance and, more especially, subordinate satisfaction. Actions such as job rotation, job enrichment, participative management, management by objectives and many other techniques are helpful. They must, however, be tailored to the Soldier, the situation, and the ability of the leader. All employees do not respond to the same treatment, so the good supervisor almost unconsciously handles his subordinates based on his understanding of their individual differences. It doesn't surprise the successful leader to discover that his subordinates have good ideas and that they want to use their brains as well as their brawn. If subordinates are allowed some voice in decisions, they are apt to feel a sense of responsibility for the outcome and make a committed, sustained effort to accomplish their mission.

MAN'S HIERARCHY OF NEEDS¹

As Douglas McGregor said, "Man is a wanting animal."* He wants more and more but this does not always imply that he wants more and more of the same things. Once his basic needs for food, clothing, and shelter are satisfied, he seeks friends and to be noticed and receive recognition. Once these needs for belonging and recognition are satisfied, he works to achieve independence and competence for himself. And once these needs for status and self-esteem are satisfied, he seeks for self-fulfillment, for freedom, and for higher and higher modes of adjustment and adaptation. He wants to "self-actualize" - which is his desire to become everything that he is capable of becoming.

This section was prepared so that we can examine this hierarchy of man's needs because it has interesting properties which we shall want to refer to often in examining the behavior of people in organizations -- managers as well as workers.* The first two properties have already been stated, but because they are so important, and the second property will be discussed in some detail, we shall repeat them:

1. Not until the lower order needs are satisfied will the next higher order of needs become strongly activated.
2. Once man has satisfied his first two orders of needs -- subsistence and social -- they cease to be powerful motivators of his behavior. Once his needs for status, knowledge, and self-fulfillment have become activated, he becomes greedy. He cannot satisfy them enough and thus they remain never completely satisfied. He seeks at great cost, even sometimes at the cost of subsistence and social needs, for more and more satisfaction of these needs for status, self-esteem and self-fulfillment. But his hunger for these things does not noticeably appear until his subsistence and social needs are all reasonably satisfied.
3. But in fulfilling his wants at each level, the struggle goes on; there is a cost attached, i.e., the principle that "you can't get something for nothing" still operates. Each reward has its corresponding cost and the higher the reward the greater the cost, and the higher the cost the greater the reward For example:
 - a. As everyone knows, man normally satisfies his subsistence needs by hard work, both physical and mental - including many frustrations that must be handled.
 - b. The cost of belonging and having friends is conformity, and every regular member or social leader knows that he has to abide by the rules or he becomes an unwelcome member.
 - c. The cost that man pays for recognition and respect from his fellowmen is not only conformity but responsibility and dedication, and how irksome that can become when we are slowed down by our concern about how others might view our actions or statements.

- d. The cost that man pays for his independence and for maintaining his own self-esteem is often nonconformity and social isolation, and as every "organization man" knows, the cost comes high and some are unwilling to pay it.
 - e. But not until man seeks for his freedom and self-fulfillment does the struggle get really rough and the stakes really high. The cost of finding himself may require renouncing one by one all the wants he has for so many years so zealously developed. Insofar as his lower order needs permit, he may have to give up concentrating upon his quest for food, comfort, friends, belonging, status, power, independence, and self-mastery. In the long run they are all self-defeating. Only one fruitful direction is left: of trying to create "order out of chaos, knowledge out of ignorance, insight out of illusion, and freedom out of compulsion." This is a continuously uphill job that will never get completely or finally accomplished. As Shakespeare wrote - "Thoughts are but dreams till their effects be tried."
4. Thus in this struggle of fulfilling our increasingly complicating wants, many men fall by the wayside. Either (1) they are unwilling to pay the costs required for the satisfaction of their higher wants or (2) their situations offer little or no opportunity for their satisfaction. Every man wants to grow but he may not be willing to pay the price or, although willing, may not have or recognize the opportunity to do it. As a result, many of man's higher wants remain dormant or thwarted.
 5. But frustrated needs do not remain quiet. They continue to flourish at the level at which the upward development is slowed or stopped or at a level lower to it. This lower level elaboration, however, should not be confused with growth; it is symptomatic of the frozen state; an endless elaboration at one level of certain need satisfaction such as, for example, the endless pursuit of groups and friends for the emotional support they provide, or the endless pursuit of more and more status symbols and the needs for recognition they satisfy. (See Appx A)
 6. In considering this theory, one must NOT assume that each need must be fully satisfied before a higher need emerges. Most people in our society have partially satisfied most of their basic needs, but still have some unsatisfied basic needs remaining. The average person satisfies 85% of his physiological needs, 70% of his safety needs, 50% of his belonging needs, 40% of his esteem needs, 10% of his actualization needs.

Are we trying to use Obsolescent Motivational Tools?

Now that this theoretical scaffolding has been built, what does it imply for management in its relation to subordinates and their motivation? We can consider the basic subsistence needs which play such an important role in the worker's relation to management. Through steady employment and reasonable pay, management can and has satisfied these needs. But as we have stated, once satisfied, they become less and less important and the higher needs emerge as more important. But as these higher needs become more important they cannot be satisfied by management in quite the same

direct or easily understood manner that the lower needs are satisfied. And so from these peculiar properties, certain important consequences follow for the leader/manager.

In most organizations (including the Armed Forces) management has been satisfying its workers' subsistence needs, and because workers whose subsistence needs are satisfied are no longer motivated to satisfy these needs, management can no longer exclusively use traditional rewards as the basis for motivation. No amount of wages, fringe benefits, and good working conditions in and by themselves will motivate workers to give their free dedication and enthusiasm to the organizational mission. Thus management is left with some obsolescent motivational tools that have not been augmented with new or more effective ones.

But this obsolescence is really much deeper. These tools were addressed to needs that are satisfied in the Army. The old tools are no longer relevant to the new need levels which now activate Soldiers. In addition, management can provide workers with jobs (rewards) that satisfy their subsistence needs, but it cannot provide workers directly with those rewards which allow them to satisfy their higher needs. It cannot provide workers with friends, with the respect of their fellows, with self-respect, with independence, or with the satisfactions of their needs for self-development and fulfillment. Although it can provide the job, the environment, and the conditions which would help foster the satisfaction of higher needs, it cannot push them, direct them, or lead them in this direction.

To make the situation more serious, management cannot provide these conditions easily. The very way that work is traditionally organized tends to make for more and more simplified and restricted duties, requiring less and less individual skill and responsibility, utilizing less and less of the worker's abilities and eliminating more and more meaning from his work. It thus becomes difficult to create an environment and job where these higher needs can be satisfied.

Thus management finds itself in a tough situation. By so successfully satisfying its workers' subsistence needs it has lost its conventional controls for motivating them. It has released new wants which its old motivational tools cannot quickly or easily satisfy. Moreover, it has unwittingly organized its work by methods which do not provide the conditions that will foster an environment that will provide real chance to satisfy the now (new) important needs. As a result, many of the workers' new needs for membership, status, and growth become thwarted and so-called human relations experts are hired to deal with these frustrated needs which management has produced in the first place. Dr. Maslow clearly suggested that most people have a capacity for creativeness, spontaneity, curiosity, continual growth and the ability to love and that this human potential demands expression when free from the anxiety of satisfying the lower needs.

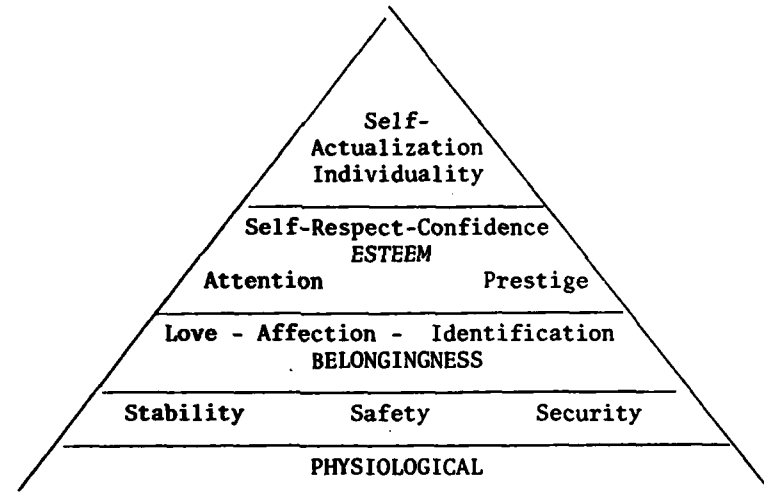
According to this theory, then, the conditions under which the traditional rewards of management no longer strongly motivate are primarily:

1. When the workers' subsistence needs are no longer unsatisfied and when their needs for membership, recognition and status become activated and seek involvement. In other words, the subordinate feels secure and safe.
2. When workers try to satisfy these needs on the job (in the military) and organizational conditions are not supportive of them.

3. When the duties are traditionally organized they allow little or no opportunity for the satisfaction of these higher needs and thus they become thwarted, the worker will direct his activity outside the organization in his search for satisfying experiences.

In summary, it should be noted that this theory not only accounts for why the traditional rewards no longer motivate, but it also suggests how the manager/leader must address the problem of motivation. Given its traditional conception of its task and given the motivational situation to be as noted in this handout, the frozen state is the logical consequence. We must make every effort to helping create an environment in which the subordinate can experience those satisfactions that he feels have been unsatisfied.

*In stating this hierarchy of man's needs, we are taking some liberties with Maslow's nomenclature and classification scheme. We are putting into one category of "subsistence needs," two categories of needs which he treats separately and arranges hierarchically: (1) physiological needs and (2) safety needs.



MASLOW'S HIERARCHY OF HUMAN NEEDS

PART II

HERZBERG'S CONCEPT OF MOTIVATION

The thrust of Maslow's theory of motivation is that man's behavior is directed by his needs, and those needs occur in a hierarchy. Applying this theory to the work place, it is obvious that adequate improvements have been achieved through better supervision, working conditions, salaries, and benefit levels, thus basically fulfilling the lower needs of the individual. However, when this theoretical orientation is compared to the work of Dr. Frederick Herzberg, there appears, on the surface, to be a rather striking discrepancy. To illustrate, while Maslow contends that needs exist in a hierarchy and the lower level of needs must be satisfied before the individual can attend to higher needs, Herzberg contends that there are two sets of needs which exist simultaneously, each of which must be attended to regularly. Specifically, Herzberg's research has indicated that those factors which tend to make an individual satisfied on the job are qualitatively different than those which produce dissatisfaction: the former he refers to as the "motivator" needs (those which satisfy the individual's need to express his capabilities and consequently produce satisfaction) and to the latter as "hygiene" needs (those which reduce the pain that is inherent in the environment and thereby either reduce or produce dissatisfaction). Thus, when both theories are compared, the striking differences become minimized: the "hygiene" needs of Herzberg appear to equate the lower level needs of Maslow such as physiological, safety, belongingness, and esteem, and the "motivator" needs appear to equate the self-actualization, or higher level, needs. Consequently, the only theoretical difference between these two researchers lies in the nature of the needs: Maslow stresses the hierarchal structure and Herzberg stresses that both sets exist simultaneously.

On the basis of Herzberg's theory, what can the leader/manager do to improve the motivation of subordinates? Herzberg's suggestion is the "motivation-hygiene" theory. The contention of this theory is that the work itself can be enriched to bring about more effective utilization and, subsequently, motivation of individuals. In terms of how this can be applied to the modern leader/manager, a closer look at this theory is necessary.

According to Herzberg, the classical approach to motivating personnel has concerned itself with the employee's environment or the circumstances that surround him while he works. An example is the Army permitting men to arrange their living quarters to suit their own tastes in order to avoid the sterile environment barracks living usually presented. Herzberg does not discount the importance of the environment; however, he contends it may be an inefficient concept in terms of providing motivation to improve productivity or efficiency. Rather, another set of factors should be analyzed; namely, experiences that are inherent and can be provided from the work itself.

According to Herzberg, most jobs are not very stimulating; therefore, external pressure, either positive or negative, is normally applied to get people to perform at an acceptable level. However, when the job itself provides an opportunity for personal satisfaction or growth, a powerful intrinsic motivating force is introduced. Herzberg holds that there is not conflict between the environmental approach and the approach which centers on the work itself. However, the environmental approach, which he refers to as hygiene, is inherently limited in its capacity to influence behavior or provide movement. In contrast, the work approach, which he designates motivation, seems capable of more lasting and significant effects on both behavior and efficiency (productivity).

Herzberg uses the term "hygiene" to describe the physical working conditions, supervisory policies, employer-employee relations, wages, and other fringe benefits. These are the traditional variables management utilizes to affect movement. The important concept behind "hygiene" factors is that, according to Herzberg, they are preventative actions taken to remove dissatisfaction from the working environment. The results of Herzberg's research clearly supports that when these factors are absent, subordinates are likely to become displeased or dissatisfied, but their presence does not make them satisfied.

Thus, it follows that creating or altering hygiene factors may eliminate a deficiency but never produce either satisfaction or motivation: it will merely reduce the dissatisfaction by cleaning the environment and relieve the individual from one source of pain. Moreover, the nature of hygiene is such that it must be constantly attended to. We can never be free from environmental pain. Specifically, a wage increase will not prevent a worker from becoming dissatisfied with his new wage level at a future date. Further, a superior hygiene program will not, according to Herzberg, motivate employees to higher levels of work efficiency, but the worker won't be dissatisfied.

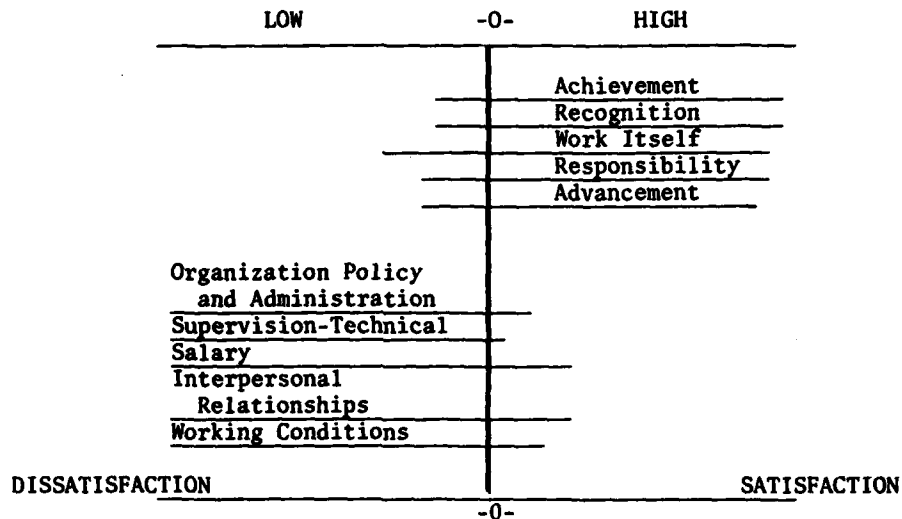
In contrast to hygiene, Herzberg uses the term motivation to describe the feelings of accomplishment, of professional growth and professional recognition, that are experienced in a job that can provide sufficient challenge and scope to the worker. These factors are the only ones that can produce a permanent increase in satisfaction and productivity.

The elements of work which contribute to job satisfaction are the motivation factors - those elements intrinsic to the job or duties to be performed. For example, these factors describe the relationship of the worker to what he does, his task, responsibilities, growth or advancement, and sense of achievement gained. As an example, the proper utilization of the enlisted Military Occupational Specialty (MOS) career development program can be applied in the understanding of challenge.

Conversely, the "dissatisfiers" are the hygiene factors which are extrinsic to the job. They are related to job dissatisfaction only and have no effect per se on the happiness of the worker. These factors carry the hygiene label due to their characteristics of being preventative and environmental. Some of the extrinsic factors include: company policy and administration, supervision, interpersonal relationships, salary, status and security.

The reason the motivators are task-oriented is because it is only through the task that man can increase his competence and development of capabilities. In contrast, the hygiene factors are not proper encouragement for growth; for example, you cannot love an engineer into creativity. The love may make him more comfortable, less hostile, but it is the challenge of the task that is the technique of unleashing talents and drive for achievement. The diagram shown evidences these differences.

FACTORS IN TERMS OF JOB (ATTITUDES) SATISFACTION



"HYGIENE FACTORS"

Relate to Environment in which the work is done.

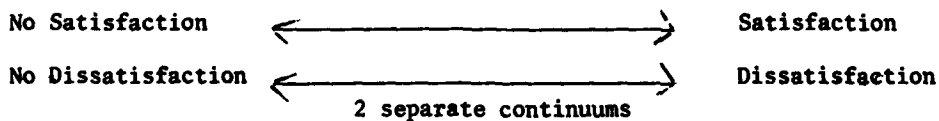
Serve as "Preventatives" to prevent Job Dissatisfaction.

The "Hygiene" factors maintain "status quo" which increases endlessly.

Any one effect limited by time.

"Hygiene" Factors prevent Job Dissatisfaction, but do not provide Job Satisfaction.

"Motivator" Factors supply Job Satisfaction; but do not prevent Job Dissatisfaction.



Man must exist on both to be mentally healthy, and treat each appropriately.

Therefore Herzberg's analysis concentrates on job design. Most jobs are designed from the standpoint of efficiency and economy or are not engineered at all. To the extent that these steps have removed the opportunity for creativity out of the job, they have a de-motivating effect. Herzberg contends that apathy and minimal effort necessary follow when a job provides nothing more than a paycheck and a decent place to work. In other words, management's tendency to improve the hygiene factors will keep him from complaining; however, they will not make him work harder or more effectively. It's sort of the "gold-plated sweatshop" effect.

Consequently, Herzberg has introduced the concept of "job-enrichment" - a technique of introducing more effective motivation into a job so the worker can be developed. It must be observed that Herzberg distinguishes job enrichment from job rotation. The former indicates deliberate enlargement of responsibility, scope, meaningfulness, and challenge. Whereas the latter denotes movement of an individual from job to job without increasing responsibility. Herzberg rejects job rotation as a motivational tool unless the rotation involves also job enrichment.

The message for leader/managers is becoming apparent. The manager of people must learn to make appraisals of his supervisory situation to determine which job irritants can be reduced or eliminated and those which cannot. The message: reduce job dissatisfaction inherent in the task. Moreover, the manager can explain the "why" of an irritant while retaining an open mind as to suggestions his subordinates might offer for solving or reducing the irritant.

Herzberg offers no total panacea for motivation. However, if the leader/manager exhibits an attitude of flexibility and applies some of the following principles, he may discover a significant increase in motivation and productivity of his subordinates.

SEVEN PRINCIPLES OF JOB ENRICHMENT*

1. Remove some controls on individual while retaining accountability.
2. Increase the accountability of individuals for their own work both by quality and quantity.
3. Give subordinates a complete natural unit of work.
4. Grant additional authority to the individual in performing the duties of his job.
5. Make periodic reports available to the worker himself. Develop effective two-way communication - let him know how he's doing.
6. Introduce new and more difficult tasks not previously handled, and provide help for the development of new or more difficult tasks.
7. Assign individuals to specific specialized tasks enabling them to develop more expertise and knowledge.

*Must attend to individual differences in implementing these.

PART III

McGREGOR's THEORY X, THEORY Y

Common sense tells us that every leader, whether successful or not, projects his personality and philosophy (style) into his organization.

An examination of organizational philosophies used in the application of management practices should therefore be considered. Douglas McGregor in his well-known text, "Human Side of Enterprize"¹ explains his Theory X, Theory Y, concept of the manager. Dr. McGregor represented the assumptions which make up the traditional industrial organization as Theory X. These assumptions are:

1. Management is responsible for organizing the elements of productive enterprise.
2. With respect to people this is a process of directing their efforts, motivating them, controlling their actions, and modifying their behavior patterns to fit the needs of the organization.
3. Without this interested and active intervention by management, individual workers would be passive, even resistant to organizational needs. They must be directed.
4. The average man is by nature lazy.
5. He lacks ambition, dislikes responsibility, prefers to be led and wants security above all.
6. He is inherently self-centered, and usually indifferent to organizational needs.
7. He is gullible, not very bright, the ready dupe of the charlatan.

Theory X management does not motivate because the basis on which it depends is already given by the organization as part of the basic employment contract (pay, retirement, seniority).

The Theory Y assumptions differ from the traditional organizational philosophy. In essence Theory Y supports the statements that follow:

1. The expenditure of physical and mental effort in work is as natural as play or rest in a leisure environment.
2. External control and the threat of punishment are not the only means of bringing about effort toward organizational objectives. Man will normally exercise self-direction and self-control in the attaining of objectives which he understands and to which he is committed.
3. Commitment to objectives is a function of the rewards, tangible or intangible, associated with their achievement.
4. The average human will learn under proper conditions not only to accept but to seek out responsibility.
5. The ability to exercise a high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not

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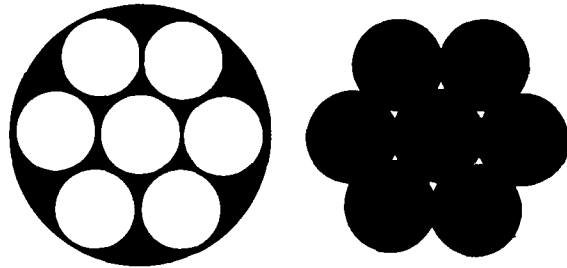
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4. The average human will learn under proper conditions not only to accept but to seek out responsibility.
5. The ability to exercise a high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not

narrowly, distributed in the population.

6. The conditions of modern industrial life do not fully utilize the intellectual potentialities of the average individual.
7. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior towards organizational goals are all present in people. Management does not put them there. It is the responsibility of management to create the environment for people to recognize and develop these human satisfying characteristics.

The assumptions of the Theory Y manager or organization are focused on factors that do provide motivation opportunity. One of the important considerations of Theory Y is the phrase - "Man will exercise self-direction and self-control in the service of the objectives to which he is committed." Interpreted, it suggests that an NCO (supervisor) whose goals include a 10% increase (quantity) in the records processed with no less quality and no additional personnel is not going to make his goal unless the specialists (subordinates) accept that goal as their own. No manager's or supervisor's desire or higher headquarter's directive is an adequate reason for acceptance of the desire or directive. It must be reasonable and make sense to the individual worker. At that time his own internal motivation will drive him towards meeting and exceeding the planned 10% increase.



ORGANIZE FOR **CHANGE**

PART IV

IMPLICATIONS FOR THE MILITARY LEADER/MANAGER

William James (1842-1910), one of the great names in American Psychology, emphasized that there is much untapped human potential in most people. He stressed that some of the unused potential could be developed by use of proper techniques. He said, "Compared to what we ought to be, we are only half-awake. Our fires are dampened, our drafts are checked. We are making use of only a small part of our mental and physical resources."³ Interest in human potential is again focused on man's undeveloped resources by application of the theories of both Abraham Maslow and Frederick Herzberg. The proper techniques needed to "free capacity to learn" are now available, and I believe, will help individuals to become motivated. The idea of meaningful work, then, is the key to make organizational fulfillment supportive of personal motivation and growth of your subordinates. Not only does meaningful involvement improve morale and serve the satisfaction of human needs, but it increases productivity and the overall effectiveness of the organization.

Dr. William Glasser in his book Schools Without Failure⁴ explains that people can learn to become responsible, but that a feeling of self-worth is intimately related to this learning. He emphasizes the need for orienting the learning situation to need satisfaction of the individual. He is opposed to lowering standards to encourage success and believes that lax rules do not really help adjustment. The important element to Glasser is the relevance of the task/learning to the individual's life and growth.

Interpreting the material of both William James and William Glasser in relationship to the theories covered in this text, I conclude that man has very few penalizing limitations EXCEPT those he imposes himself. The effective leader/supervisor helps his subordinates to relate his need satisfaction to the work environment while at the same time aiding to remove the negative hygiene factors from that environment. Man does have a potential for high internal motivation, and the barrier of early conditioning in terms of being insecure or failure oriented can be overcome by positive experiences.

Consider the forces that influence the behavior of members of small groups, some of which can lead to behavior that is counterproductive to mission effectiveness. The needs of the individual for the group is one of these strong forces. The group provides a source of personal acceptance, satisfaction of his need for self-esteem, and reinforcement for his beliefs and values. Rejection by the group leaves him without satisfaction of these needs and without help in time of stress. Because of this, the individual is strongly motivated to win the approval of other group members and acceptance by them. This may lead him to behave at times in accordance with group norms, even in violation of the requirements of higher military authority. Further, when he does so, he may value the approval he subsequently receives from the group more than he dislikes the punishment received from his commander. But an effective leader of the group can help control the relationship of the man to the group and the group to the mission.

It is necessary that the leader/supervisor understand the needs satisfied by group membership and how group support can lead to either a high level of mission effectiveness or counterproductive behavior, depending on how he deals with the group. For example, he must know that informal status hierarchies emerge in small groups and that he can work with the group more effectively when he has the support of the more influential members of the group. This implies, correctly, that he is also a semi-member of the group even though its formal leader, and that if he performs his leader-

ship function well he may also win status as the informal leader in the group.

Included under this subject should be your analysis and understanding of ways individuals are accepted into groups and how nonconformists are rejected. It should also include ways in which the group serves as a source of support for the individual regarding attitudes and beliefs important to the group, and emotional support in critical situations. The NCO must be aware especially of this last function, its importance to the individual in combat, the fact that he cannot compensate to any meaningful extent for such support, and ways in which he can facilitate the development of these supportive relationships while avoiding the development of group norms that might decrease the group's performance effectiveness.

Remember the influence of expectation, there is evidence to show that individuals react to what they believe is expected of them. There is a powerful influence of one person's expectation on another's behavior. Douglas McGregor, an MIT professor, in his well-known text, The Human Side of Enterprise, stressed the role of human needs, and contended that many organizations were ignoring these factors. He said, in essence, that workers will live up to management's expectations of them (the worker). "People, deprived of opportunities to satisfy at work the needs that are now important to them, behave exactly as we might predict - with indolence, passivity, unwillingness to accept responsibility, resistance to change, willingness to follow the demagogue, unreasonable demands for economic benefits."⁵

The attitude of the leader/supervisor at all levels can and does affect both individual and group productivity. General George S. Patton, Jr., stated, "Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity." A Soldier may be bright and capable, but the chance for these qualities surfacing are slim if the supervisor is laboring under the "old" stereotype that men are basically lazy and that they crave direction and must be coerced into productivity. The supervisor (military) understands that his opportunity to manipulate the material satisfactions is limited, but he must realize that the higher needs are within his zone to use. The attitude that persuasive leadership techniques can succeed in developing an awareness in subordinates of the intrinsic value(s) to be gained by effective and efficient performance of assigned tasks can be achieved.

This is done by providing respect for the Soldier's competence and ability to use judgment. In this area, the subject of discipline as a motivator is considered. This is a state of willingness to comply with the requirements of those who have higher authority and to strive for a higher level of performance. It is essential for the supervisor to know that discipline cannot be solely obtained through negative incentives, threats of punishment, or other techniques that drive men. Such techniques are usually successful only in achieving some minimum or short-term level of performance. While this is necessary for a small minority, most individuals must respond at a much higher level when they are led through positive leadership techniques toward a shared common goal. The highest level of performance usually results when it is rewarded by the respect of seniors who, in turn, are respected by the subordinate. The supervisor should recognize that the motivation of his subordinates is strongly influenced by what they believe the "expectations" of their leader to be. If it's a compulsion to mediocrity, they'll normally seek such as the standard. While the Soldier who receives acceptance and respect must, of necessity, behave in a respectable way.

PART V

SUMMARY

✓ The tools available to the military leader are consistent with need satisfaction(s) above the subsistence level. Motivation to perform effectively is a result of the belief and experience that effective performance will lead to the satisfaction of important needs. To obtain a high level of motivation, the supervisor must understand the kinds of needs his subordinates seek to satisfy and be willing to help them to satisfy these needs in exchange for effective performance and productivity.

As noted, our human needs are organized in a series of levels, a hierarchy of importance. The leader must appeal to the needs of the individual and offer an opportunity for each individual to recognize how he can find satisfaction(s) within the total military family while at the same time contributing to the mission.

Motivation is not issued in any supply room, it is energized from within the Soldier. The behavioral scientists have insisted that the way to motivate individuals isn't just through money and fringe (material) benefits and this is now substantiated by much evidence. While continuing to provide for the subsistence and security needs of subordinates, supervisors and leaders need to provide ways to help individuals satisfy psychological needs, such as belonging, recognition, responsibility and accomplishment. These are the areas that in the long run make individuals work harder and with pride of accomplishment.

Motivation is intertwined with socio-economic situations. We acknowledge that people do NOT inherit equal capacity to profit by experience. Certainly, most people never develop their full potential, and much of the shortage in individual development can be traced to MOTIVATION. The leader/manager must help individuals to develop - through positive appeal to their unsatisfied needs.

In addition, motivating people with meaningful work or, as Dr Frederick Herzberg states, "job enrichment" is essential. Through job enrichment, the job is redesigned to provide the worker some of the planning and control functions. In short, it gives the worker some managerial tasks, generally increasing the complexity of the job as well as the number and variety of tasks to be performed.

While recognizing the need for MOTIVATION as task-oriented, we must also address the HYGIENE or extrinsic factors in the work environment to determine the amount or degree of worker dissatisfaction. A callous approach to subordinates' work environment (hygiene) can and does create worker dissatisfaction.

→ A coherent management philosophy is necessary if the leader/manager is to effectively apply the motivational theories of McGregor, Maslow, and Herzberg. Such a philosophy was provided by Dr. Douglas McGregor's Theory X and Theory Y. These theories illustrate the two extremes of management thought and provide an excellent yardstick for the individual leader/manager to measure his personal managerial philosophy. Research has shown that Theory X managers achieve short-term results at the expense of future high performance, while Theory Y leaders achieve high, sustainable results for the organization.

Before any individual can see or understand opportunity, he must be prepared to see it. He must prepare himself. He must know what opportunity really is, what form it takes, what disguises it assumes, and under what conditions it can occur. In short, he must learn all he can about what constitutes opportunity and how to recognize it. Personally motivated people learn to recognize existing opportunities by relating the normally unrelated and by seeing the usual in unusual ways. But the learning of attitudes that are supportive of this "view" is essential.

PHILLIPS N. GORDON



For a more thorough discussion of these theorists, the reader is directed to the following readings:

1. McGregor, Douglas. The Human Side of Enterprise, McGraw-Hill Book Co., New York, 1960
2. Maslow, Abraham. Motivation and Personality, Harper & Son, New York, Second Edition, 1970.
3. Herzberg, Frederick, "One More Time: How do you Motivate Employees" Harvard Business Review, Jan-Feb, 1968.
4. Herzberg, Frederick. Work and the Nature of Man, World Publishing Co., New York, 1966.
5. Goble, Frank. The Third Force (The Psychology of Abraham Maslow) Grossman Publishers, 1971.
6. Rocke, Wm J. and MacKinnon, Neil J. Motivating People with Meaningful Work, Harvard Business Review, May-Jun, 1970.
7. Sutermeister, Robert A. People and Productivity, McGraw-Hill, Second Edition, 1969.

"We are witnessing changes so profound and far-reaching that the mind can hardly grasp all the implications. We are not just passive observers, but are helping to produce the changes. That is a story of dynamism, not deterioration.

Yet no one can fail to see in some segments of our society the dry rot produced by apathy, by rigidity, and moral emptiness. Only the blind and complacent could fail to recognize the great tasks of renewal facing all of us ... in our own minds, hearts, and attitudes."

John Gardner
Self-Renewal

FOOTNOTES

¹From Chapter XI, The Motivation, Productivity, and Satisfaction of Workers: A Prediction Study, Zelenik, Christensen, and Roethlisberger, Division of Research, Graduate School of Business Administration, Harvard University, 1958. (pp. 388-404).

²Maslow, Abraham H., Motivation and Personality, Harper & Row, 1954

³James, Henry, The Letters of William James, Atlantic Monthly Press, ND.

⁴Glasser, William, Schools Without Failure, Harper & Row, 1969

⁵McGregor, Douglas, The Human Side of Enterprise, McGraw-Hill, New York, 1960.