° According to Herzberg, both sets of -
needs are "unidimensional". Each relates to
only one side of man's nature. It would --
therefore follow that environmental factors
which affect a man's attitude toward his job
must also be divided into mutually exclusive
categories. This view is in marked contrast
to the traditional one-factor theory of job
attitudes in which any job-related factor --
may be a source of both satisfaction and/or -
dissatisfaction.

In seeking empirical data to test these
postulates, Herzberg and his associates deve-
loped an interview method by which they cou-
ld gain insight into individual motivational
patterns. They undertook to study as a unit
the "factors-attitudes-effects" (FAE) com-
plex.

"Satisfiers" and "Dissatisfiers" Findings -
of Herzberg's first major study are pictured
in Figure 6-1, in which the length of each -
block shows the frequency with which first-
level factor appeared in the sequence of --
events reported as satisfying or dissatis-
fying. The width of each block shows the re-
ported duration of satisfied or dissatisfied
feelings.

As hypothesized, the directly job-rela-
ted factors (at the top and right side of -

Figure 6-1) were found to have a more last--
ing effect than those at the bottom and to -
the left of figure 6-1, which concern the --
context or surroundings in which a person --
does his job.

Herzberg's interview data (and subseque-
nt studies made by other researchers using -
the same method) also confirmed the hypothe-
sis that factors of job content (the satis-
fiers) can stimulate high motivation and in-
creased productivity. The factors classifi-
ed as dissatisfiers were reported more often
as part of a negative job attitude. Moreo-
ver, according to Herzberg, even when they -
are adequately provided for and occasion no
dissatisfaction, they cannot raise employee
morale above a neutral level. Among these -
"Hygiene" or "Maintenance" factors, Herzberg
found that "company policy and administra-
tion" was the most important in "determining
bad feelings about a job, "and that salary -
"has more potency as a job dissatisfier than
as a job satisfier".

Critics of Herzberg's motivator-hygiene
duality question the validity of classifying
money as a hygiene factor. But the feature
that has aroused widespread criticism is the
idea that satisfiers and dissatisfiers are -
unidimensional; namely, that a factor such -
as achievement, which can be strongly motiva-

ting, cannot also be demotivating (demoralizing) when there is no opportunity to satisfy this need.

Interviews which we have held with managers and supervisors during management development seminars have led us to disagree - - with Herzberg's classification of interpersonal relationships as a dissatisfier and also with his statement that a motivator cannot - operate in reverse–as a demoralizing factor. First, there were frequent indications that an interpersonal relationship had been a -- strong motivator for many people when support that could have been withheld–was offered by an organizational superior or an associate. Second, our interview material clearly showed that interpersonal relationships can also be a powerfully demotivating factor. Many - persons reported that their will to work had been undermined by evidence that an organizational superior lacked integrity and failed to follow through on promised support. This lack of confidence in certain superiors was frequently cited as a primary reason for - - having requested a transfer or for having -- quit.

Nevertheless, these interviews have also convinced us that Herzberg's contrast between job content and job context is significant for the understanding of inner motiva-

tion. Intrinsic interest of the work itself, opportunity to develop one's potential and -- growth on the job, were uniformly regarded as more important than the physical surroundings in which such meaningful work was done.

Convincing support for Herzberg's theory of satisfiers (responsibility, achievement, - recognition, and career development) has been given by controlled experiments in the Bell - Telephone System. The results convinced members of top management that reshaping jobs to provide maximum satisfaction in the work itself is worth far more than it costs–not only because there is a dramatic reduction in employees turnover, and therefore also greatly reduced training costs, but also in higher productivity and in career development for employees. The large proportion of employees who were able to meet gradually increasing opportunities for responsibility demonstrated - - their promotion caliber.

Consequently, we find ourselves in complete agreement with Ford that Herzberg has - (1) made a great contribution in emphasizing the significance of "work itself" (job content) as potentially motivational; (2) provided a simple and stimulating framework for -- further research; but (3) overstated the case for disregarding "hygiene or maintenance factors". Unless pay and benefits are high, - -

even a satisfied employee may quit.

Hackman's Multidimensional Concept of the Motivation to Work

Hackman (working independently) agrees with Maslow and Herzberg that there is a hierarchy of basic needs. However, he strongly emphasizes the significance of differences between individuals and notes that there pro bably are no pure types of motivational patterns. Using a structured questionnaire as part of an attitude survey, Hackman found that the words a person uses to describe his motivational feelings(for example, feelings of recognition, confidence, and accomplishment) indicate his degree of independence. Hackman agrees with Herzberg in differentiating between work itself and the conditions surrounding work. He finds that some people are primarily "task-oriented", while others are "situation-oriented". Both types of res ponses are classified as "work-activity-orie nted". His motivational theory is based on responses to the total work situation, inclu ding interpersonal relations especially supervision-as a potentially positive factor in the work situation that can reinforce motivation. Moreover, he is convinced that his system of describing work motivation - applies to men and women, salaried or hourly rated, and regardless of length of employment.

14

According to Hackman, a work-motivated adult can be described by considering seven basic dimensions: (1) His characteristic le vel of physical energy, and (2) the extent to which his energy-high or low-is work directed. Highly motivated people "are identified with work in a social context that yields closure experiences". e.g, opportunities to complete a given task. Such an adult regards work (3) as a medium through which to exercise skills, or (4) as a means to attain and exercise responsibility over other people and their activities, or (5) as a means to some end extrinsic to work it self (such as wealth, security, or prestige). To some individuales, ordinary pressures of work and of the "conditions which surround it" (6) feel threatening and arose anxiety, or (7) seem irritating and arouse aggressive reactions.

In summary, Hackman sets up the following classification of motivational patterns: (a) "closure seekers," (b) "responsibility seekers," (c) "instrumentalists" means-to-end seekers, and (d) "emotional types, "who feel threatened or irritated by normal work pressures.

Other Motivational Studies

Patchen's research, which was conducted in se lected units of the Tennessee Valley Authority, took account of the following indicators

15

of motivation: "General job interest, inte-- rest in innovation, and attendance, as well as pride in work and symptoms of stress". "Aroused motivation" was found to be a func- tion of three variables (one in the employee himself and two in the work situation): (1) an employee's inner need for achievement; -- (2) the degree of achievement possible in - his job; and (3) the probability that incre- ased effort on his part will lead to greater achievement. However, research showed that one cannot expect an employee to be strongly motivated unless all three conditions exist simultaneously. For example, if an employee sees his job as one in which genuine achie-- vement is impossible or thinks that greater effort on his part would not result in grea- ter achievement, what incentive is there for him to exert himself-even if he has an inner drive to achieve?

According to the above findings, the le vel of performance by an employee who has -- inner motivation for achievement can be rai- sed by the following features in the work -- situation: (1) a degree of difficulty in his job that is great enough to constitute a cha llenge to him but not so great as to induce stress; (2) a considerable degree of control over his own methods; (3) the existence of - appropriate standards for measuring perfor- mance; and (4) feedback-that he regards as - relevant and reliable-as to his degree of su ccess.

16

Patchen also emphasizes the importance - of individual differences in regard to rewar- ds that people value. For example, some em- ployees value an extrinsic reward, such as -- money, more than an intrinsic reward, such as opportunity for psychological growth on the - job. He also notes that when these four si- tuational variables (a match of individual di fferences and situational factors) appear in combination, their effect on motivation is -- multiplicative rather than merely additive.

Porter and Lawer start by recognizing -- that behavioral research has long since expo- sed as a myth the notion that a happy emplo- yee is necessarily more productive than if he were dissatisfied. However, they make three significant qualifying statements. studies -- have shown that (1) job satisfaction is often associated with high performance, (2) high sa tisfaction is associated with low employee -- turnover and low absenteeism, and (3) it may be more fruitful to think about job satisfac- tions as a result rather than as a cause of - high job performance.

In addition to the significant motivatio nal differences noted by Patchen-those betwe- en extrinsic and intrinsic rewards and indivi dual differences in value attitudes by emplo- yees to a given reward-Porter and Lawler - speak of an employee's "expectation" that --

17

greater effort on his part will enable him -
to obtain the kind of reward that he values
most. For example, if a rank-and-file emplo
yee puts a high value on money but works in
an organization where pay raises are given -
only according to length of service, why - -
should he be expected to exert himself bey-
ond the point where he meets minimum require
ments? Conversely, if another employee has
strong drives toward achievement and for con
trol over his own work methods (intrinsic re
wards), then satisfying these high-level - -
needs tends to result in high performance by
him.

    M. Scott Myers agrees with major findin
gs summarized in the previous paragraphs. In
addition, he draws on experience at Texas -
Instruments in Dallas, Texas, with reference
to the following hypotheses:

°   A job becomes meaningful when the incum
bent (1) can see that his task relates to a
"meaningful chunk" of his personal goals and
(2) can plan and measure his achievement --
according to an effective "do-and-control -
system".

°   To have maximum effect on inner motiva-
tion, a goal must be (1) influenced by the -
employee as a goal setter; (2) visible-that
is, by direct feedback; (3) desirable; (4) -

challenging; and (5) attainable. Such a --
goal satisfies needs for growth, achievement,
responsibility, recognition, affiliation-the
need to belong and security.

°   Management systems must satisfy human -
needs that are both high-level and maintenan
ce-oriented. Participation by lower-level -
employees in planning and implementing such
systems is a form of job enrichment that can
give meaning to work experience of an emplo-
yee whose daily task would not, in itself, -
appeal to an achievement-motivated individual.

What Might All These Hypotheses Mean for a -
Manager?
After considering such research findings on
motivation, a manager might select those --
which seem to him most significant, and most
practicable, for his organization:

1 Motivation needs to be thought of -
both in relation to individual differences -
and in the context of the total work situa--
tion.

2 Inner motivation to satisfy high-le-
vel needs can result in high performance on
the job if these currently felt needs are sa
tisfied.

3 Intrinsic rewards, such as recognition from within and outside the group for attainment of goals, derived from job content, can greatly stimulate inner motivation and therefore high performance. But extrinsic rewards, such as increased pay or promotion, may be seen as appeasers and annoyers if they seem unrelated to high performance.

4 "Hygiene seekers" should not be appointed to managerial positions, chiefly because (a) they are to some extent mentally ill; (b) they do not naturally plan and organize work for their subordinates so that intrinsic rewards can be attained, and (c) their juniors are likely to imitate them.

5 For purposes of placement and selection, (a) "closure seekers" should not be given top-management positions because work requirements at that organizational level do not characteristically permit this kind of experience; (b) "responsibility seekers" should be placed in managerial and supervisory positions because human relationships are extremely important to them; (c) instrumentalists" --who regard work as means to their own ends-can be useful in hourly rated positions; but (d) those who become anxious and irritable, even under normal work pressures, are poor employment risks.

6 Supervisors can stimulate and reinforce inner motivation when they give every employee (their subordinates) the highest practicable degree of responsibility and control in regard to the methods by which they work.

7 Goal setting for each employee should be both career-oriented and task oriented. Progress toward each goal should be challenging for him, as well as visible and attainable. Even for rank-and-file workers, task-oriented goals can thus satisfy high-level as well as low-level needs.

Any manager interested in testing possible connections between job attitudes, interpersonal relationships, and high performance needs to clarify the meanings of key terms - such as "team-work," "team spirit," "partnership," and "cooperative relationships". These terms have a core of generally accepted meanings, but they also have special connotations for every individual. Here is what the following terms connote to us.

TEAM RELATIONSHIPS
By teamwork we mean well-coordinated and effectively synchronized interaction to achieve a shared objective.