

**A POTENTIAL MISSING LINK IN OUR CURRENT  
UNDERSTANDING OF MOTIVATION: A PERSONAL AND  
PROFESSIONAL LEADERSHIP PERSPECTIVE**

by

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One principle that I am trying to integrate in my life as a result of the M. Phil (PPL) course, is the principle of “living with gratitude”. The word gratitude has been deduced from the Middle English phrase “gramerci”, which originally comes from the Old French expression “grand merci”. The essence of the word gratitude is therefore to be found in the word “grand”, which implies something to be strikingly large in size, scope or extend, and the word “merci”, which means to be thankful for having received a blessing.

For me personally, “living with gratitude”, therefore firstly implies that I become aware of and acknowledge the fact that I am blessed, on a daily basis. It furthermore means that I show a generous appreciation for the people that are the source of the blessings that I experience. For this reason I would like to express my heart-felt gratitude towards:

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This study is as much yours as it is mine. I hope I do you proud.

***“At first people refuse to believe that a strange new thing can be done, then they begin to hope it can’t be done. They hope it can’t be done because it means seeing the garden in a whole new way. Then they see it can be done. Then it is done and all the world wonders why it was not done centuries before.”***

*Frances Hodgson Burnett*

*The Secret Garden*

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## SINOPSIS

Bestuurders, leiers en menslike hulpbron spesialiste word steeds, nieteenstaande hul kennis van verskeie motiveringsteorieë, gekortwiek deur die probleem t.o.v. die skep van 'n gemotiveerde arbeidsmag. 'n Verdere komplikasie is die veranderende besigheidsskenario en die groeiende behoefte om 'n mededingende voordeel te ontwikkel en te behou, om sodoende winsgewindheid te verseker. In die nuwe globale wêreldmark word die vermoë om mens se werknemers te motiveer gevolglik 'n besigheidsnoodsaaklikheid en nie slegs 'n besigheidsvoordeel nie.

In die lig van hierdie probleem, het die spesifieke navorsingsprobleem van hierdie essay op twee vrae gefokus, naamlik:

1. Hoe lyk die huidige motiveringsparadigma?
2. Wat, indien enige, kan 'n vermiste skakel wees aangaande ons huidige begrip van motivering, wat ons moontlik kan help in 'n poging om die probleem van werknemersmotivering aan te spreek?

Die studie het gevolglik ten doel gehad om die kenmerke van die huidige motiveringsparadigma te beskryf, in 'n poging om 'n potensiële vermiste skakel in ons huidige begrip van motivering te identifiseer en bloot te lê. Om hierdie doelwit te bereik het die navorser 'n beskrywende strategie gevolg en 'n omvattende literatuurstudie uitgevoer, sowel as gebruik gemaak van woord, konsep en fenomenologiese analise.

In 'n poging om te bewys dat ons huidige begrip van motivering 'n potensiële blinde kol bevat, is die navorsing gedoen vanuit 'n Persoonlike en Professionele Leierskapspektief. Hierdie perspektief beweer, onder andere, dat ons paradigmas die fondasie is waarop ons ons oortuigings baseer en dat ons slegs behoeftes (synde ons eie, dié van ander of dié van die organisasie) sal bevredig wanneer hierdie oortuigings in lyn is met die realiteit, en sodoende die werklikheid reflekteer soos wat dit regtig is.

Die hoof bevindinge van die studie wat direk verband hou met die navorsingsdoelwit, kan soos volg beskryf word:

- Daar is gevind dat die huidige motiveringsparadigma op die "wat" van motivering fokus, en nie op die "hoekom" daarvan nie, en dat dit stewig gegrond is in Maslow se *oorspronklike* en nie sy *gewysigde* hiërargie van behoeftes nie. Hierdie



paradigma is verder gevind onderliggend te wees aan die heersende oortuiging van bestuurders dat hul werknemers vanuit die perspektief van McGregor se Teorie X bestuur en gemotiveer moet word, aangesien die onderliggende aannames van hierdie teorie gereflekteer word in bestuurders se oortuiging aangaande die wese van hul werknemers.

- Daar is ook vasgestel dat die motiveringspogings wat voortspruit vanuit die huidige motiveringsparadigma en gevolglike oortuigings, nie die behoeftes van die werknemers, óf die van die organisasie, oor die langtermyn bevredig nie.
- Verder is gevind dat die geestelike dimensie 'n integrale deel van die menslike natuur vorm, maar dat meeste organisasies wat tradisioneel bestuur word, hierdie feit vir die grootste gedeelte van die 20<sup>ste</sup> eeu geïgnoreer het, aangesien hulle slegs die ekonomiese, sosiale en psigologiese dimensie van hul werknemers erken het.
- Daarbenewens is ook bevind dat die pogings tot motivering wat sal voortspruit uit die oortuiging dat werknemers ook geestelike wesens is, fundamenteel sal verskil van die huidige motiveringspogings – en potensieël nie slegs werknemers se behoeftes nie, maar ook dié van die organisasie, oor die langtermyn kan bevredig.

Die belangrikste gevolgtrekkings wat vanuit die bogenoemde bevindinge afgelei kan word, kan soos volg opgesom word:

- Die huidige motiveringsparadigma en gevolglike oortuigings, is óf nie korrek nie, óf bevat aansienlike blinde kolle, aangesien bevind is dat hierdie oortuigings gedrag tot gevolg het wat nie die behoeftes van die werknemers, óf van die organisasie, oor die langtermyn bevredig nie.
- Aangesien die huidige motiveringsparadigma nie die geestelike dimensie van werknemers inkorporeer nie, en gegewe dat die erkenning van hierdie dimensie kan lei tot gedrag wat moontlik die behoeftes van werknemers én die organisasie oor die langtermyn kan bevredig, kan die volgende betekenisvolle gevolgtrekking gemaak word: Die geestelike dimensie is 'n potensiële vermiste skakel in ons huidige begrip van motivering, en kan moontlik help in 'n poging om die probleem van werknemersmotivering aan te spreek.

## SYNOPSIS

The problem of creating a motivated workforce continues to bedevil managers, leaders and human resource professionals, notwithstanding their knowledge of various motivation theories. A further complication is the changing business scenario and increasing need to develop and maintain a competitive advantage to ensure profitability. In the new global marketplace, the ability to motivate ones employees is consequently becoming a business necessity instead of merely a business advantage.

In light of this problem, the specific research problem of this essay centred on two questions, namely:

1. What does the current motivational paradigm look like?
2. What, if any, could be a missing link as far as our current understanding of motivation is concerned, which could aid us in the attempt to address the problem of employee motivation?

The study subsequently aimed to describe the characteristics of the current motivational paradigm, in an attempt identify and disclose a potential missing link in our current understanding of motivation. In order to meet this objective, the researcher followed a descriptive strategy and conducted an extensive literature review, making use of word, concept and phenomenological analysis in the process.

In attempting to show that our current understanding of motivation might contain a potential blind spot, the research has been done from a Personal and Professional Leadership perspective. This perspective inter-alia contends that our paradigms are the foundations on which we base our beliefs, and that we will only meet needs (whether ones own, others' or that of the organisation), when these beliefs are in line with reality, thereby reflecting things as they really are.

The main findings of the study that have a direct bearing on the research objective, can therefore be described as follows:

- The current motivational paradigm has been found to focus on the “what” of motivation and not the “why” thereof, being firmly grounded in Maslow’s *original*, and not his *revised* hierarchy of needs. This paradigm is furthermore characterised by the prevailing belief of managers that their employees are to be managed and motivated from the perspective of McGregor’s Theory X, as the underlying

assumptions of this theory are reflected in managers' beliefs regarding the nature of their employees.

- It has also been established that the motivational attempts that result from the current motivational paradigm and succeeding beliefs meet neither the needs of the employees, nor that of the organisation over the long term.
- It has furthermore been found that the spiritual dimension forms an integral part of human nature, but that most of the traditionally run companies have ignored this fact for most of the 20<sup>th</sup> century, in acknowledging only the economical, social and psychological dimension of their employees.
- In addition, it has been found that the motivational attempts that will result from the belief that employees are also spiritual beings, will differ fundamentally from the current motivational attempts – and could potentially meet not only the needs of the employees themselves, but also the needs of the organisation, over the long term.

The main conclusions that can be deduced from the above findings, can subsequently be summarised as follows:

- The current motivational paradigm and ensuing beliefs, are either incorrect or contain significant blind spots, since it has been found that these beliefs result in behaviour that do not meet the needs of their employees, or that of the organisation over the long term.
- As the current motivational paradigm does not incorporate the spiritual dimension of employees, and given that acknowledging this dimension will result in behaviour that could potentially meet employees' and organisational needs over the long term, the following significant conclusion can be drawn: The spiritual dimension is a potential missing link in our current understanding of motivation, and could possibly aid us in the attempt to address the problem of employee motivation.

# CHAPTER 1 ORIENTATION AND RESEARCH DESIGN

## 1.1 CONTEXT AND BACKGROUND TO STUDY

### 1.1.1 Focus of study

This study will attempt to show that the traditional view of human, and consequently employee motivation, may be contestable - especially given our present changing environment.

According to McNerney (1996), the question "How do you create a motivated workforce?" has bedevilled managers and human resource professionals for decades - and continues to do so. It therefore does not come as a surprise that many qualified professional leaders still admit a personal frustration with their inability to motivate their employees, *despite* the rich history of motivational theories at their disposal (Van Hooser, 1999). Hence, the issue of human motivation seems almost as enigmatic now, as it must have been at the dawning of the history of the human race.

This situation of managers that do not *really* know how to effectively motivate their employees is, however, becoming even more problematic given the present changing environment. The following overview of the most critical changes currently experienced in the business environment, will not only illustrate the contributing role of these changes to lower levels of employee motivation, but also serve as a background in understanding the importance of addressing the problem concerning employee motivation.

### 1.1.2 The changing marketplace

The new global economy, resulting from the huge advances made in information technology, has introduced us to a one-world, borderless marketplace known as the "Four Any's" environment (Luthans & Stajkovic, 1999). This milieu is characterised by **Anyone**, going **Anywhere**, **Anytime** and in **Any** way - with the bottomline being that the world has never been more competitive. An organisation will therefore only be able to successfully compete in this new universal market by becoming a global player, as a result of having developed into a so-called "World -Class" organisation (Luthans & Stajkovic, 1999). This would imply that organisations have to commit themselves to the World-Class journey - with the destination being nothing less than continuous improvement (Sunter as quoted by Pennington, 1998:19).

This journey requires, inter-alia, the economic restructuring of organisations, which subsequently lead to downsizing and re-engineering - resulting in job instability (McNerney, 1996), flattened organisational structures, reduced staff levels and increased production requirements (Jeffries, 1997). The ensuing sweatshop situation of more work and fewer people (Pascarella, 1995), coupled with the World-Class requirement of "no compromises on quality" (Luthans & Stajkovic, 1999), are however leaving workers feeling more and more "used up". Consequently, one can understand that employee morale and job satisfaction are currently at a very low level (Glanz, 1999).

The circumstances described in the foregoing paragraph, however, also lead to the normal employee response of

- anger and distrust (Caudron, 1995)
- insecurity and burn-out (Caudron, 1995), as well as
- a loss of motivation, focus and wavering loyalty (Coker, 1999).

Seeing that all of the above occurrences arouse negative emotions and contribute to the frustration of employees and the draining of their motivational energy, the current scenario can be described to be a demotivating working environment (Spitzer, 1995:13). The resulting lower levels of employee motivation, in turn, cause companies to experience, according to Spitzer (1995:3) and Coker (1999),

- lower productivity
- poor quality customer service
- increased absenteeism and employee turnover; as well as
- a decrease in profits.

Therefore, in light of the fact that recent studies suggest that almost 70 percent of employees are less motivated than they used to be (Coker, 1999), it can be concluded that lower levels of employee motivation, is indeed a major problem facing business leaders today (Wiley, 1997).

### **1.1.3 The increasing need to develop and maintain a competitive advantage to ensure profitability**

The need to have a competitive advantage so as to compete successfully in the global market is of utmost business importance (Luthans & Stajkovic, 1999). From a World-Class perspective that means that organisations can no longer be satisfied if their products and service merely meet specifications, for it is not enough to satisfy today's

customers. Organisations will therefore have to delight their customers by anticipating and exceeding their expectations in a consistent manner (Mahesh, 1993:15).

The resulting implication is that organisations will have to be characterised by continuous improvement initiatives, increasing the quality of both their products as well as their client service, so as to gain a competitive advantage to ensure profitability (Luthans & Stajkovic, 1999). Because whether one personally agrees with it, or not - a business' fundamental purpose and reason for existence in the capitalist market is still to make money (Schneider & Schneider, 1999).

Employers therefore have to depend on their employees to attain high levels of performance so as to positively affect the bottomline (Wiley, 1997). Robert Gross (as quoted by Maxwell and Dornan, 1997:125) confirms this in saying that "It is one thing to build a product, but another to build a company - because companies are nothing but men, and the things that come out of them are no better than the people themselves. We don't build products. We build men. *The men build the product.*" The same would apply to service, since employees are the frontline people who deliver the contact client service. Managers will therefore have to learn that their companies' profit depends on having right-minded employees serving the customers in the correct way (Nagle & Pascarella, 1997).

So what does any of this have to do with employee motivation? Not only will the quality of products improve if the right motivational climate is developed (Coetzee, 1996:7) but also the quality of the client or customer service (Acland, 1998).

There is thus a direct link between the level of motivation and quality - which in turn will determine the competitiveness of any company in the new World-Class economy.

The business world has therefore come to realise that a motivated workforce can indeed contribute significantly to the bottomline (Lussier, 1999:176), thereby influencing the very essence of a company's existence.

One can therefore understand that Watson (as quoted by Brevis *et al.*, 1997:305) concludes that employee motivation is not only a major, but also the number one problem managers and leaders are facing at present. The need to know how to raise the level of employee motivation therefore continues to be a much discussed topic, not just in boardrooms and management meetings experienced by ourselves - but also in articles published world-wide.

#### **1.1.4 Conclusion**

It is clear from the above that few of us can doubt that the organisation as we know it, is being thoroughly redefined - being influenced by the global environment, the changing marketplace and the rising aspirations of workers (Mahesh, 1993:vii). The implication hereof? That change is becoming a constant feature in the business environment, with employees being subject to continuing "workquakes" (Leider & Buchholz, 1995). This subsequently presents a formidable challenge to business leaders, which furthermore could lead to the logical conclusion that we may have to start changing the manner in which we manage our organisations and our people. Along with the manner in which we attempt to motivate our employees.

### **1.2 THE PROBLEM**

Given the changing business scenario, and the implications thereof as discussed in 1.1, it can be deduced that the ability to motivate ones' employees is fast becoming a business necessity instead of merely a business advantage (Aurelio, 1996).

The preliminary literature study has shown, however, that managers and leaders still experience extreme difficulty in developing their ability or the know-how necessary to motivate their employees - even given their knowledge of the prevailing motivational theories (Mol, 1993:83; Van Hooser, 1999). The researcher therefore started to wonder if it could not be possible that, in all the attempts to try and understand the "what" and the "how" of motivation, we may have missed some element concerning motivation, when developing our motivational theories.

Could it not be possible that the reason why we find motivating our employees so difficult, may be the result of having missed an important element that could have contributed much to both our understanding, as well as the practice of motivation?

### **1.3 THE RESEARCH PROBLEM**

The problem described in 1.2 subsequently serves as a background to and ultimately gives rise to the research question addressed in this study, being:

- Firstly:               What does the current motivational paradigm look like?
- Secondly:            What, if any, could possibly be a missing link as far as our current understanding of motivation is concerned, which could aid us in the attempt to address the problem of employee motivation?

According to the Global Logistics Research Team at Michigan State University (as quoted by Bossert, 1999:ii), research is the process of re-examining something we already know a great deal about. The fundamental purpose of research, according to them, is thus to confirm if what we know and believe is in fact true, as well as to *develop a more knowledgeable understanding of its essence*.

This study will thus attempt to review the essence of motivation, as defined by the current motivational paradigm, so as to verify the accuracy thereof. At the same time, this study will aim to contribute to the current understanding and practice of motivation by attempting to identify and disclose a potential missing link, which may exist in our current motivational paradigm.

#### **1.4 THE OBJECTIVE**

In view of the research problem, it is clear that the specific objective of this essay is:

1. To describe the characteristics of the current motivational paradigm.
2. To attempt to identify and disclose a potential missing link in our current understanding of motivation, which might aid us in the attempt to address the problem of employee motivation.

#### **1.5 A PERSONAL AND PROFESSIONAL LEADERSHIP (PPL) PERSPECTIVE**

This study will be undertaken from a Personal and Professional Leadership (PPL) perspective, which can best be described as being a principled-centred, character-based, "inside-out" philosophical approach to personal and interpersonal effectiveness (Covey, 1992a:42). This particular field of study is anchored in the natural laws that govern human growth and progress (Covey, 1992a:43), and henceforth focuses on the continuing process of renewal, with Robbins' (1992:97) mnemonic **CANI** - **C**onstant **A**nd **N**ever-ending **I**mprovement - capturing the essence thereof.

Personal and Professional Leadership can thus be defined as the process of designing and developing personal, interpersonal and professional growth strategies, that will lead to progressively higher forms of responsible independence and effective interdependence (Covey, 1992a:42-43). This perspective is based, inter-alia, on the following premises:



### 1.5.1 Our paradigms are the foundations on which we base our beliefs

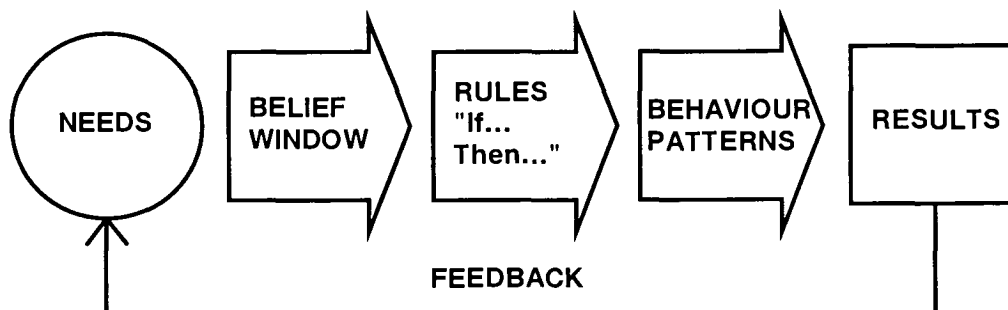
A paradigm can be defined to be the way that we perceive, understand and interpret the world (Covey, 1992a:23). A good synonym being "a particular mindset" - having a fixed and predominant way of seeing and thinking (Turner, 1995:5). A paradigm therefore not only governs our expectations, but also our attitudes and behaviours, since we see only what we expect to see and thus react to situations with our own "rules" (Turner, 1995:2-4). However, this "worldview" sometimes has a hold over our perception of reality that is so overwhelming, that we can not possibly imagine any other way of looking at the world (Sanford, 1992:195). Therefore, each of us assumes that the way we see things, are the way that they really are. A specific paradigm therefore always leads to certain beliefs - being all the things which one has come to accept as being true, real and correct about oneself, others and the world (Turner, 1995:5; Smith, 1994:139).

### 1.5.2 You will satisfy needs when your beliefs are in line with reality

According to Smith (1994:153) one will know that a certain belief is indeed correct, and thus reflecting reality or things as they really are, when the results of the behaviour, that flows from a particular belief, will meet ones own or others' needs over the long term.

This can be described at the hand of a process that Smith (1994:132) calls the "Reality Model".

**Figure 1.1 The Reality Model**



Furthermore, this model also implies that if the results do not meet your own or other's needs over the long term - one can be fairly sure that the belief that led to the subsequent behaviour, and hence results, is either incorrect or inadequate (Smith, 1994:149,153).

PPL therefore contends that when results differ from what were expected, and therefore did not meet the need that one had believed that it would - the time has come to examine ones beliefs. In particular the specific belief, and therefore also the paradigm on which it has been based, that led to the behaviour which resulted in non-satisfaction, so as to ascertain the correctness thereof. The purpose hereof is to acknowledge the situations where previous ways of seeing and thinking, and thus behaving, are no longer deemed appropriate (Turner, 1995:5), with the aim being to change the incorrect beliefs. One thus makes a paradigm shift, replacing the old incorrect or inadequate belief with a new belief - a new level or way of thinking, so as to ensure that new behaviour will follow, which will ultimately lead to results meeting ones own, or others', needs over time.

This essay will therefore build on the premises that if needs do not get met, whether being ones own, that of others, the business or the community at large - the point of departure should always be the re-examining of underlying beliefs or belief systems, and thus also the paradigm on which these beliefs have been based, when attempting to address these issues. For only then, will one be able to start the journey towards experiencing true personal and interpersonal effectiveness.

## 1.6 HYPOTHESIS

The preliminary literature study furthermore introduced the researcher to an important phenomenon in the realm of human intelligence.

As we are well aware of, the earlier part of the twentieth century was dominated by the "IQ way of thinking". Thus, peoples' degree of intelligence could be measured and interpreted by means of an IQ score, which then indicated their inborn intellectual smartness that determined their ability to solve logical or strategic problems. This however, resulted in the widespread belief that the single factor of ones IQ-level determined an individual's ability to succeed in life (Goleman, 1996:38; Zohar & Marshall, 2000:3).

Then in 1983, Gardner (as quoted by Handy, 1997:211) dispelled this notion of a singular human intelligence, with his proposal that a wide spectrum of *seven* different personal intelligences, and not just intellectual intelligence, contributed to ones success in life. According to Goleman (1996:39), Gardner finally summarised each of the seven as being either an

- *interpersonal* intelligence - the ability to understand other people, so as to discern and respond appropriately to their moods, temperaments, motivations and desires, or an
- *intrapersonal* intelligence - a correlative ability, turned inward to increase ones self-knowledge, so as to form an accurate model of oneself and to use that model to operate effectively in life.

Gardner's personal intelligences consequently laid the groundwork for Salovey's research in emotional intelligence, or "EQ" (Goleman, 1996:43), which was popularised by Goleman in 1995. According to Zohar and Marshall (2000:3), emotional intelligence not only gives us awareness of our own as well as other people's feelings, but also the ability to motivate ourselves and to respond appropriately. In addition, being emotionally intelligent equips us to have not only compassion, but also empathy with others. Since these emotional management skills increase one's personal and social competence and effectiveness in an array of life situations (Martinez, 1997), this dispelled the belief that how we do in life, is determined by our IQ alone (Goleman, 1996:28). This conclusion thus led to the view that IQ and EQ are not opposing competencies, but separate, complementing ones (Goleman 1996:44), both of which can be used as recourses to not only earn a living, but also contribute to the world and to make a difference (Handy, 1997:213).

Handy (1997:213) however was right in his thinking that there may well be other categories of intelligence. Zohar and Marshall (2000:3) now contend that no full picture of human intelligence can be completed without the acknowledgement of what they call "the ultimate intelligence", being our ability to be spiritually intelligent. But what does spiritual intelligence entail? SQ, according to Zohar and Marshall (2000:3-5), can be defined as the intelligence with which we address and solve problems of meaning - the ability to be creative, to change the rules and to alter situations. According to these authors, human beings are driven by a need to ask fundamental "why?" questions. They therefore also contend that, since we are defined by a specifically human longing to find meaning and value in what we do and experience, human beings are essentially spiritual beings (Zohar & Marshall, 2000:4).

Given the fact that the central crisis of our time centres on people's need to experience greater meaning in their lives (Zohar & Marshall, 2000:8), this "new" intelligence can therefore potentially help us to experience and live life at a deeper level of meaning, as

SQ does not only facilitate a dialogue between reason and emotion, the mind and the body, our IQ and our EQ - but also integrates the intrapersonal and interpersonal dimensions (Zohar & Marshall, 2000:6-14).

You may ask: "What does the evolution of knowledge about human intelligence, and especially spiritual intelligence, have to do with either motivation or this essay?" Victor Frankl (1984:121) once said that a man's search for meaning is the *primary motivation in his life* and not just a "secondary rationalisation of instinctual drives".

This brought to light the possibility that the traditional motivational theorists maybe did not value or incorporate the spiritual dimension, this need to experience meaning and value in ones life, enough when they developed their theories. Keeping in mind that this study is done from a personal and professional leadership perspective (as per 1.5) a certain question arises, being whether the current motivational paradigm is indeed in line with reality. The possibility therefore does exist that the current beliefs about the content as well as the process of motivation may not necessarily be totally correct or all-inclusive. Furthermore, this could be a possible explanation for the seemingly inability of business leaders and managers to motivate their employees, with the resulting implication that organisations' needs are not being met.

Thus, from the foregoing perspective as well as the preliminary literature study, the research hypothesis, that is descriptive of the expected outcome, can be described in positive terms (Smith, 1993:15), to be the following:

*There is indeed a need to more fully incorporate the spiritual dimension as far as the concept and the process of motivation is concerned. This dimension could therefore be a missing link in our current understanding of motivation – and may potentially contribute to a new paradigm of motivation, aiding us in addressing the current problem of employee motivation.*

## **1.7 RESEARCH METHODOLOGY**

The research strategy [the strategic plan that directs ones study and determine the methods to be used (Smith, 1993:19)] will be integrated with various research methods [how one is going to go about to find answers to the research questions (Smith, 1993:20)], in an attempt to meet the study's objective. When successful, this in turn will result in the research question being answered.

A **descriptive strategy** (Smith, 1993:35) will be used in the sense that a systematic and accurate description will be given of the current paradigm of motivation. This strategy is meant to give one a better understanding of the essence of motivation according to the traditional motivational theories. At the same time it will provide some necessary background, which will guide the researcher in her attempt to identify and disclose a possible missing link in the current understanding of motivation, which in turn could potentially contribute toward a new paradigm of motivation. Within this strategy, use will be made of the following **methods** to convey the chosen literature in a logical and systematic way:

- **Word analysis** (Smith, 1993:42) will be used to clarify or define certain concepts used within the study, for instance motivation, by focusing on the original meaning of words and their synonyms - either by dictionary definitions, or the original meaning of the word in its fundamental language [mostly Latin and Greek]. This method will furthermore be used as introductory to concept analysis.
- Since the word analysis method doesn't focus on the meaning of a word in context, use will also be made of **concept analysis** (Smith, 1993:43-44). This method will be used to clarify the meanings of central concepts in this essay, so as to give the researcher and the reader a better understanding of the various meanings, characteristics and connotations of any concept.
- The extensive **literature study** to be conducted will not only lend the researcher access to the conceptual definitions, but also sharpen and deepen the theoretical framework of the study. Relevant publications, dissertations, books and articles will be used as resources to the study, which will assist the researcher in gaining the necessary background information, so as to meet the study's objective (Bless & Higson-Smith, 1995:23-25).
- The **phenomenological analysis method** (Smith, 1993:45) will be directed at the systematic disclosure of the essential characteristics of the current motivational paradigm, so as to gain insight into the essence thereof. This method may lead to a possible understanding of why the current paradigm may be ineffective as far as motivating ones employees are concerned, thereby aiding the researcher in her attempt to identify and disclose a potential missing link in our current understanding of motivation.

## 1.8 OUTLINE OF THE STUDY

**Chapter 1** primarily has an orientation function. It details the research design and focuses the rest of the study by providing the context, research problem, objective, and the perspective of the study, as well as the research methodology to be used.

In **chapter 2**, the characteristics of the current motivational paradigm will be described by means of word, concept and phenomenological analysis, as the result of an ongoing literature study. In answering the first part of the research problem, this chapter will furthermore lay the groundwork for the rest of the study, by aiding the researcher in her attempt to identify a potential missing link in our current understanding of motivation.

**Chapter 3** will attempt to disclose the identified potential missing link in our current understanding of motivation, by means of the word and concept analysis methods. The second part of the research problem will furthermore also be addressed by means of an ongoing phenomenological analysis as well as the study of relevant literature.

In **chapter 4** the essay will be concluded by means of a summary and the interpretation of the findings in chapter 2 and 3, as well as some suggestions for further research.



## CHAPTER 2 THE CURRENT MOTIVATIONAL PARADIGM

### 2.1 INTRODUCTION

In the light of the research problem as defined in 1.3, this chapter will focus foremost on building a theoretical framework for the study; by describing what the current motivational paradigm looks like. Meeting the first part of the research objective will, in addition, increase not only the researchers' but also the readers' understanding of the essence of motivation, according to the present-day paradigm. This framework will furthermore lay the foundation on which the researcher will build, aiding the attempt to meet the second part of the study's objective and thereby answering the research question.

The conclusion of an operational understanding of motivation, as far as the current paradigm is concerned, will therefore be paramount to the rest of the study. Given the numerous definitions and descriptions of motivation in literature, this study will attempt first of all to describe the true meaning of this concept by means of a word and a concept analysis.

### 2.2 DEFINING MOTIVATION AND EMPLOYEE MOTIVATION

#### 2.2.1 Word analysis

The word motivation is derived from the Latin word "movere", which means, "to move" (Brevis *et al.*, 1997:306). Keeping this etymological meaning in mind, we can clarify this word further by looking at some of its synonyms, being "stimulus, catalyst, incitement, incentive and stimulant" (Merriam-Webster, 2000b). From the above it can therefore be deduced that motivation is the movement that results from a certain stimulus or incentive. A person will therefore be motivated only if he is moved or stimulated in one way or another.

It is, however, not possible to speak of motivation without mentioning its close counterpart, being "behaviour", since all movement finally result in behaviour of sorts (Hellriegel & Slocum, 1996:409). Corsini (1994:429) therefore states that motivation deals with the "why" of behaviour, or more specifically, with *defining* the stimulus that will move an individual to behave in a manner. This corresponds with the definition of motivation according to Plug *et al.* (1997:111), being "the general term for a class of factors which determine or regulate behaviour".

Motivation is however at the same time not to be *confused* with behaviour, or to be seen as one and the same thing. It is, however, not a semantic hair-splitting issue, for it is truly important to make a distinction between these two concepts, so as to gain the correct understanding of the essence of motivation according to the current motivational paradigm. Motivation is therefore by definition an *internal desire* that will lead to movement which will ultimately *result* in external behaviour (Filipczak, 1996).

### 2.2.2 Concept analysis

Spitzer (1995:20) says that when we talk of motivation, we are actually talking about the releasing of energy. He contends that motivation flows from positive and energising emotions, which will make people *want to* do things, to be active, productive and creative (Spitzer, 1995:21). His definition of motivation is thus in line with the word analysis, since positive emotions are perceived to be the stimulant or catalyst that leads to the releasing of energy, which then results in movement in the form of various kinds of behaviour.

According to Cathcart (1998:40), one will only be able to motivate, or move a person, if one stimulates a motive or a reason. He also says that people do things for their own reasons and not necessarily for yours. This hereby implies, yet again, that a person will only be motivated if a certain stimulant, which may differ from person to person, will serve as a catalyst for movement.

The above analysis can thus be described as being denotative in nature, since the objective meaning of the concept is in line with the etymological meaning of the word, as described in 2.2.1 (Smith, 1993:44). We can therefore conclude that motivation can be defined as "the movement that results from a certain incitement or stimulated motive, which subsequently find expression in behaviour of sorts."

### 2.2.3 Employee motivation

In light of the general definition of motivation from both the psychology and business management fields, the concept of employee motivation also has to be defined, so as to clarify the concept of motivation in the particular context of the work environment.

According to Mol (1993:84) an accepted definition of employee motivation in practice is "influencing a subordinate to achieve the goal that the manager wants him to achieve".



Thus, the current motivational paradigm believes that motivating ones employees is all about persuading them, by means of stimulating a motive, to move or take an action, resulting in behaviour that will meet not only their own, but also the managers' or organisational needs.

## **2.3 THE CURRENT MOTIVATIONAL PARADIGM: AN OVERVIEW**

The operational understanding of motivation, as described above, paved the way for research in the field of human motivation, which finally resulted in certain theories about motivation. The word "theory" has been derived from the Greek word "theoria", which means, "to see" (Smith, 1993:43). The way that the theorists therefore saw motivation (as defined in 2.2) contributed much to their subsequent theories. Furthermore, these theories became the bedrock of the current motivational paradigm, being the way that we came to perceive (see), think about and understand motivation (as per 1.5.1).

The current paradigm played a definite role in forming our beliefs about how employees allegedly are to be motivated. Furthermore, this paradigm and resulting beliefs subsequently contributed much toward our current expectations of and attitude towards our employees. This not only influences our behaviour towards them, but ultimately also our attempts to motivate them (see 1.5.1). The characteristics of these attempts will therefore be described in the following part of this chapter, so as to give us a clearer understanding of the essence as well as the practice of motivation, according to the current motivational paradigm.

Furthermore, any discrepancies between a specific motivational theory and the reality as experienced in practice, which may come to light while conducting the literature study, will also be described. The purpose thereof will be to aid the researcher in the attempt to identify a potential missing link in the current paradigm of motivation, by highlighting some areas of possible concern.

## **2.4 CHARACTERISTICS OF CURRENT MOTIVATIONAL ATTEMPTS**

### **2.4.1 Focus on the what of motivation**

The question "what will lead to motivation?" attempts to determine the stimulus or incitement that will result in movement. The answer is to be found, according to this paradigm, in the approach to motivation called the content, and in specific, the need theories. This group of theories holds that motivation springs from a desire to satisfy a

need. Therefore, the stimulus that will lead to movement is a unmet need; which can be defined as a strong feeling of deficiency in some aspect of a person's life, that creates an uncomfortable tension. According to these theories, an individual will therefore strives towards reducing this tension, by taking some action so as to satisfy the need (Hellriegel & Slocum, 1996:412; Brevis et al., 1997:308).

The current motivational paradigm therefore contends that a person will be motivated only by an unmet need. This will serve as the stimulus leading to movement, which in turn will result in certain behaviour so as to satisfy this need. The operational understanding of employee motivation can in the light of the above, thus be extended as following: "The movement that results when an employee becomes aware of a deficiency in some aspect of his life. This movement will furthermore result in a choice of action that the employee believes will help satisfy this specific need."

#### **2.4.2 Firmly grounded in Maslow's hierarchy of needs**

The current motivational paradigm is therefore firmly grounded in the need theories, since they not only describe the essence of motivation, but furthermore also contributed to the development of a more knowledgeable understanding of it, by means of need-identification and categorisation.

The most familiar need theory is of course that of Abraham Maslow's, which he based, according to Brevis et al. (1997:308-309), on two major assumptions, being:

1. Only unsatisfied needs have the ability to move people and subsequently influence behaviour.
2. People's needs are arranged in a hierarchy, in order of importance. Only when one need is partly satisfied, will the needs of the next higher level emerge to be satisfied. Therefore, lower level needs must be satisfied before higher level needs become strong enough to stimulate movement and subsequently also behaviour.

Maslow's need theory therefore consists of five major categories, of which the first three constitutes the lower-order and the last two the higher-order needs (Sashkin, 1996:1-2).

**Figure 2.1 Maslow's Hierarchy of Needs** (Lussier, 1999:179)



From the foregoing figure it becomes clear that a need may arise from either a psychological or a physiological imbalance (Brevis *et al.*, 1997:306). Furthermore, it can be concluded that the lower-order or deficiency needs extend from the need to have more, and the higher-order growth needs flows from a need to be more (Jordaan, 1998:64).

Maslow's motivational theory furthermore also formed the basis of the other need theories that developed over time. For instance, Alderfer has distilled the five human needs of the hierarchy into just three to form his ERG theory (Bird, 1999). His **E**xistence need correlates with the two first levels of Maslow's hierarchy, and his need for **R**elatedness links up with the social need level (Hellriegel & Slocum, 1996:416). Lastly, Alderfer's **G**rowth needs combine Maslow's fourth and fifth needs into one need (Bird, 1999). Alderfer's theory thus confirmed the essence of human motivation as defined by Maslow. Furthermore, McClelland's learned need theory also corresponds with the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> levels of Maslow's hierarchy. His need for affiliation can be linked not only with Maslow's social, but also with Alderfer's relatedness need. In addition, his second need for achievement as well as his third need for power; can be seen to overlap with Maslow's need for esteem and self-actualisation; therefore also correlating with Alderfer's need for growth (Hellriegel & Slocum, 1996:418).

Maslow's need hierarchy therefore became generally accepted in practice not only because his theory has been more or less confirmed by the other need theories, but also, according to Brevis et al. (1997:311), in view of the fact that:

1. It is easy to understand and it makes sense.
2. It highlights the different need-categories and differentiates between the lower- and higher-order needs.

His theory does, however, present some difficulties when attempting to motivate ones employees in the existent world of business:

Since a higher need is only perceived to be a motivator (the stimulus that will lead to movement) after the lower-order needs have been adequately satisfied, the following problems, according to Brevis et al. (1997:311), result:

- How does one determine the level of need at which an individual is currently motivated?
- How will one know when a need has been sufficiently satisfied? For not only is it very difficult to actually measure a need, but individuals also differ in the extent that they feel or perceive that a need has been adequately met. Mahesh (1993:69,70) for instance says that a need can be satisfied either at an appetite or a desire level. The appetite level corresponds with that part of each hierarchical level of need, at which non-satisfaction can be expected to inhibit or deter an individual's progress up the hierarchy. The desire level, though, can be seen as the greedy and relatively unsatisfied part of each level, whereof the satisfaction is not necessarily a prerequisite for upward movement. People therefore differ in what Mahesh (1993:70) calls their "threshold limit" for satisfaction, as for some of them the satisfaction of a need at appetite level is "simply not enough".
- Furthermore, if one can not determine when an individual's need has been met satisfactorily, how will one be able to know when an employee will move on to the next category in the hierarchy?
- Lastly, Van Hooser (1999) reminds us that though two employees may have exactly the same need, they may respond totally different when attempting to satisfy it. Maslow's hierarchy, therefore, has limited application value where the "how" of motivation is concerned.

Given the current trend of downsizing and rightsizing and its consequences, as described in 1.1.2, another difficulty arises in the practical managerial application of

Maslow's theory. The fact being that the guarantee of lifetime employment to those pledging steadfast allegiance to the organisation, have long gone (Bews & Martins, 1996:43). This means that there can no longer be *any* promise of job security, which implies that the whole notion of job security is now the ultimate oxymoron.

- If one looks at the hierarchy, however, this security is fundamental if one aims to meet the second category need for safety and security. This need centres not only on economic, but also personal security (Sashkin, 1996:2), reflecting the desire to be protected both physically and psychologically (Brevis et al., 1997:309).
- We are therefore faced with a paradox that has to be resolved. On the one side the company is demanding more commitment and motivation from its employees, so as to gain and sustain a competitive advantage (1.1.3); but at the same time the very basic support structures and job security of employees are being undermined (Woolridge, 1995).
- The implication being, that Maslow's concept of satisfying the different needs in ascending order may well be appropriate in a stable working environment. The scenario where organisations can provide employees with a basic level of satisfaction in security, which is the platform from where they can progress towards higher levels of fulfilment (Woolridge, 1995), however, does not exist anymore.

Our changing environment is dealing yet another blow at our current attempts of employee motivation. According to Leider and Buchholz (1995) the burnout that results from all the restructuring (as per 1.1.2) is eventually replaced by numbness, which over time becomes *rustout*. Rustout can be defined as a kind of opposite to burnout. Where burnout happens as the result of overdoing, rustout is the consequence of "underbeing". This condition therefore stems from the disuse or underuse of human potential, which basically means that an individual has stopped to grow personally or professionally.

Rustout would thus occur, for instance, when an individual feels that he is not using his gifts and talents in support of something he believes in - and that his life therefore lacks purpose. Since rustout often follows significant change in organisations, one can understand that Leider and Buchholz (1995) contends that this condition is well and alive in our present-day companies (see 1.1.2). They furthermore say that rustout is chronic, and has a twofold impact. From a personal perspective, it means that employees feel passive and apathetic, and therefore are unwilling to grow and to

change. Subsequently the organisation then experiences less productivity and less ability to respond to emerging challenges. It is therefore clear that rustout does not only exhaust the employees' energy - but that it also cripples their spirit.

- Now, Maslow did agree that this need to develop ones latent capabilities and to realise ones full potential represents the peak of human existence. He therefore placed it at the top of his hierarchy and defined it as the need for self-actualisation (Bird, 1999). The question therefore arises yet again, how can an individual's need for self-actualisation ever be satisfied when the working environment can no longer even meet the lower-order needs on an appetite level? Can we not possibly find ways in which the higher order needs can be satisfied without necessarily meeting the lower-order requirements, as we have tried to do in the traditional way?

This leads to another question that Maslow's theory does not answer or explain satisfactorily, being the instances where individuals do not go about satisfying their needs in the ascending order that the hierarchy proposes. For instance, Mother Theresa and Martin Luther King were highly motivated to satisfy their desire to make useful and productive contributions - thus according to Hellriegel and Slocum (1996:416) operating on the level of self-actualisation. Yet, it is common knowledge that, in trying to satisfy this need, Mother Theresa had almost total disregarded in most instances for even her most basic physiological needs, while King on the other hand, ignored the need for personal security - and subsequently paid the price for it.

- Therefore, Maslow's second assumption of "lower level needs must be satisfied before higher level needs become strong enough to stimulate movement and behaviour" may not necessarily be completely in line with the reality. For the essence of human motivation, as defined by his theory, does not satisfactorily explain the motivation of these two individuals.
- The generalisation of the sequence of motivational stimuli may therefore be possibly just that: a generalisation, and subsequently of limited practical value as far as the practice of motivating our employees are concerned.

From the above it can therefore be deduced that, while Maslow's theory of motivation could still be relevant, the application thereof may no longer be totally appropriate, especially given the topsy-turvy world of work that we currently inhabit (Woolridge, 1995). Living in a time of unparalleled transformation, the time has therefore come to review the theories and beliefs that have guided our attempts to motivate our employees. Including Maslow's.

### 2.4.3 Current beliefs about employees influence the "how" of motivation

The motivational theories described thus far have subsequently been succeeded by other theories, which eventually became part of the current motivational paradigm as well. Amongst them being McGregor's Theory X and Theory Y, which were based on the assumption that every manager has a theory about motivation and uses it to manage his people (Behn, 1994). McGregor's theories therefore outlines two ways in which managers supposedly think about their employees (Merriden, 1998).

His **Theory X** assumes that all workers are born lazy, must be constantly browbeaten into doing a decent day's work, need to be told exactly what to do, and only turn up to work to collect their pay. Furthermore it also suggested that employees do not want responsibility and place their job security above ambition (Merriden, 1998; Mol, 1993:88). Theory X therefore focuses mostly on the satisfaction of Maslow's lower-order needs, since it postulates that people act to realise their basic needs (Bird, 1999).

**Theory Y**, on the other hand, is based on opposite assumptions. It assumes that most employees are eager to deliver what they are capable of doing, have a capacity to display a high degree of ingenuity in sorting out problems, not only accept but actually seek responsibility. Finally, it holds that most employees also experience work as being enjoyable when pursuing meaningful objectives (Merriden, 1998 and Mol, 1993:88). Theory Y thus sees employees as being motivated by the higher-order needs and thus focuses on enabling people to grow in their jobs (Bird, 1999).

McGregor's theories furthermore suggested that a manager's assumptions or beliefs about his employees affects his behaviour towards them (Bird, 1999). Therefore, when one observes a pattern of behaviour in a manager's attempts to motivate his employees, it could definitely give one an indication of the manager's assumptions or beliefs as far as his employees are concerned (Smith, 1994:146).

Managers' current motivational behaviour, as observed in practice, will therefore be described in the following part of this chapter. This will be done in an attempt to determine which, if any, of McGregor's theories may have contributed the most to the prevailing paradigm.

### 2.4.3.1 The carrot-and-stick approach

According to Govender (1999: 22) the carrot-and-stick approach is a well-known and much-used phenomena in practice. This approach has its roots in the work of B. F. Skinner, which suggests that behaviour is a function of its consequences. This behaviour modification theory is therefore based on the premise that pleasant results will probably be repeated, while behaviour that has unpleasant results will probably not be repeated. A person's response (behaviour) to a stimulus, which results in specific consequences (rewards or punishment), will therefore shape future behaviour (Hellriegel & Slocum, 1996:431; Brevis et al., 1997:320; Lussier, 1999:188-189).

Skinner's theory is thereby categorised as a reinforcement theory, which tries to answer the question; "What can managers do to shape employees' behaviour so as to contribute to goal attainment?" (Brevis et al., 1997:321.) Phrased otherwise: "How can we reward or, if necessary, punish our employees so that they will deliver the output (behaviour) necessary to ensure the success of the organisation?"

A manager may be totally unaware that in using this method, he discloses a lot about his beliefs held as far as his employees are concerned:

- Since "carrot and stick" is used as a metaphor for reward and punishment, it clearly states that the manager's frame of reference is one of command and control (McNerney, 1996). Thus, unconsciously, the manager is the *controller* and the subordinate is perceived to be the "*donkey*" (Govender, 1999:22).
- The reinforcement theory therefore builds on a belief that is also central to McGregor's Theory X, being - that employees do not voluntarily contribute towards organisational aims and targets (as per **2.4.3**). This belief then, furthermore results in yet another belief. Namely, that managers *must take on themselves* the responsibility to direct and modify their employees' behaviour, so as to meet the needs of the organisation (Bird, 1999).
- When a manager starts to believe that this assumption of "being like donkeys" applies to his employees, it will definitely influence his behaviour towards them (Mol, 1993:88), since he will start to treat them as such (Behn, 1994). Furthermore, this will result in what Covey (1992a:17) calls the self-fulfilling prophecy. In essence this means that our perceptions lead to certain behaviour - which in turn leads to results that confirm these perceptions. These results then "proves" to the manager that his original assumptions about his employees have been correct all



along - and he will therefore continue to manage (and motivate) them in the exact same way as before (Mol, 1993:88).

- Therefore, when a manager tries to move an employee by means of a carrot or a stick, the individual will sense that they are being viewed as a "donkey" and therefore see the attempts at motivating them as manipulative. What's more, the employee will resist any such attempt by displaying an unwillingness to react to the so-called reinforcer. The manager then, views this kind of resistance as a kind of wilfulness, stubbornness or even stupidity - hereby confirming his view of the employees as - yes, a donkey, and therefore continues to use the carrot-and-stick approach to motivation (Govender, 1999:22).
- Govender (1999:22) therefore says that in using the carrot-and-stick approach, the manager is nothing else than a *manipulator*. Interesting enough, Ziglar (as quoted by Rohn, 1999) states that there is actually a big difference between truly motivating and not just merely manipulating one's employees. He furthermore agrees with Govender (1999:22) in saying that many people, and especially managers, sometimes confuse these two concepts and may even perceive it to be the very same thing - but that, as described above, employees definitely know the difference.
- But what *is* the difference between these two concepts? Ziglar (as quoted by Rohn, 1999) says that you are manipulating others if you persuade them to take an action that is *primarily for your own (or the Company's) benefit*. Motivation on the other side is seen to be the persuading of others to take an action *in their own best interest*.

The reinforcement theory can thus be seen, in light of the above, to be manipulative to some extent, since the focus is mainly on the goals and success of the company, and will therefore not necessarily show enough regard for their employees, by keeping their best interests at heart. A manager may furthermore unknowingly give an indication of his perception about the essence of motivation, as well as his assumptions about his employees, by his tendency to make regular use of the reinforcement theory.

Another reason may furthermore exist that could possibly explain the less than satisfactory results that managers experience when applying this theory in practice. The fact being that reinforcers are being perceived differently by managers and their employees (Morris, 1995). Luthans and Stajkovic (1999) therefore differentiate between what they call a "reward" and a "reinforcer".

According to them the original intent of the Skinner's theory was to increase the frequency of expected or necessary behaviour, by means of a reinforcer. The definition of reinforcer being "anything that is perceived valuable by the *receiver* thereof", meaning that a reinforcer will only serve to increase the frequency of a desired response, if it is deemed to be of value to the particular individual. A reward on the other hand is "anything that is perceived valuable by the *reward-giver*". Luthans and Stajkovic (1999) therefore stress the fact that we are, in practice, actually trying to motivate (manipulate?) our employees with rewards, instead of positive reinforcers.

This would imply that managers would try to persuade their employees, by means of *their own value system*, to consistently behave in a manner that will ultimately benefit the company. The underlying belief or assumption thus being that "everyone is motivated in the same way that I am". We are thus yet again describing the phenomenon of generalisation of motivational stimuli - as in the case of Maslow's hierarchy of needs (2.4.2). "The Arrogance of Assumption" as Mapes (1996) calls it. It can furthermore be deduced that, in using the reinforcement theory, managers must at least apply as reinforcer that what is valued and meaningful to their employees - and not just themselves (Nelson, 1999).

Interestingly enough, the above is in line with yet another theory, being Vroom's Expectancy Theory. The fundamental assumptions of this theory, according to Brevis et al., 1997:318), are therefore that people will behave according to

- a) *their perception* that their behaviour will lead to a certain outcome, and
- b) how much *they value* that outcome.

The essence of motivation, according to this theory, thus lies in the fact that the employee has to *believe* that his efforts (movement) will lead to some level of performance, resulting in one or *more valued outcomes for himself*. For it is only then that he will behave in a certain manner (Hellriegel & Slocum, 1996:426). This is furthermore in line with the word and concept analysis of motivation as described in 2.2.1 and 2.2.2.

According to these, motivation can be seen as an internal drive, which may differ from employee to employee, which serves as a catalyst for movement, of which the resulting behaviour will lead to a valued outcome. The valued outcome, mostly being, according to the current motivational paradigm, the satisfaction of one or another need. Therefore the usage of rewards instead of reinforcers, in fact shows that Vroom's

Expectancy Theory may be undervalued in the current paradigm, and thus could be a possible explanation of why current motivational strategies which disregard this theory, may prove to be ineffective in the end.

#### **2.4.3.2 Money is perceived to be the universal reinforcer**

The reinforcement theory itself as well as the incorrect use of rewards, instead of reinforcers, largely contributed to another phenomenon observed in practice. Nelson (1999) says that most managers think that money is the main motivator. Spitzer (1995:10) confirms this by saying that the traditional approach to motivation has been predominantly financial and materialistic, stating that pay; benefits, perks and bonuses are the hallmark of many a motivational practice.

Spitzer (1995:9) furthermore says that the tradition of using money as a motivator ultimately leads to what he calls "entitlement expectations". Skinner himself (according to Creech, 1995) warned of this by stating that regular reinforcement loses its impact because it becomes to be expected. Paradoxically, employees who have been conditioned to an entitlement mentality are then generally less satisfied and less motivated - for they tend to want to know what the organisation has done for them lately, and why it is not doing more (Spitzer, 1995:10). Therefore, in using money regularly as a motivator, one only succeeds in raising employees' "threshold limit" for satisfaction Mahesh (1993:70). In addition to this, managers typically rewarded the wrong things (such as attendance, seniority and conformity) sending the message over the years to employees, that it is not results that are important - but *loyalty* (Spitzer, 1995:11).

Therefore, given the current situation where loyalty will not necessarily lead to job security (2.4.2), and where organisations need their employees to be innovative and creative (1.1.3) money may have limited use as motivator. In the changing marketplace managers need employees at every level who will think innovatively (and not conformatively) so as to solve problems that did not exist previously (Colvin, 1998). Research on the other hand, though, is showing more and more that money is a weak stimulator *especially* as far as the most innovative employees are concerned (Colvin, 1998). Moreover, coupled with the compelling evidence that entitlements do not motivate (Spitzer, 1995:10), and that financial incentives will only get people to do more (*not better*) of whatever they are already doing (Colvin, 1998), one wonders about the rationale of companies that continue to use pay as a motivator.

It points us, yet again in the direction of incorrect beliefs. Organisations will only use money as a motivator when they truly believe that it will lead to the result of their employees being motivated. Subsequently, the following beliefs have been recorded from a wide range of literature in an attempt to further describe the current motivational paradigm.

Many business executives make the common mistake of assuming that all their employees are motivated by money, because they view it to be a "generalised reinforcement to which people are conditioned to respond in a positive way in most cases" (Furman, 1997). And yes, money can be perceived as an economic, social as well as a psychological symbol (Filipczak, 1996). Since money does allow one to convert time and skills into portable form, which can be converted at a later stage to provide reinforcers of one's choice, it can indeed be a positive determinant of behaviour (Filipczak, 1996). But Furman (1997) states that not all employees view money as this universal, convertible reinforcer - and in these instances, it may therefore be perceived as being nothing more than a reward, as defined by Luthans and Stajkovic (1999).

Furthermore many managers, according to Mol (1993:89), still make the mistake of assuming that workers at lower organisational levels than themselves have not yet satisfied their lower-order needs, and therefore attempt to motivate their employees purely by trying to address the need to "have more". They therefore assume that their employees are motivated by extrinsic rewards (Behn, 1994), as a result of what managers believe that they see - a workforce that wants to be paid more, enjoy better benefits and not be pushed too hard to produce more or feel any discomfort (Hosking, 1999:2). Interestingly enough, this confirms the manager's basic assumption about his employees, as Theory X is implemented is by means of "paying for performance" (Behn, 1994).

This belief that managers can try from the outside to provide employees with a motive for some action or behaviour, consequently leads to the use of external motivators. Extrinsic motivation, as opposed to intrinsic motivation, can thus be described as a process of "the outside trying to get the inside excited" (Cathcart, 1998:41).

Furthermore, managers who subscribe to the extrinsic approach to motivation, see human behaviour and action simply as reaction to environmental stimuli (Kinni, 1998). The assumption that money is a motivator may therefore probably persist because of the confusion between the concepts of behaviour and motivation (see **2.2.1**).

Hofrichter (as quoted by Filipczak, 1996) moreover says that since pay does direct and influence behaviour to some extent, people often mistake it as being the motivator that will finally result in desired behaviour.

Frey (1997:ix) furthermore states that extrinsic and specifically higher monetary compensation can actually crowd out an individual's inner (intrinsic) motivation. He therefore agrees with Crainer (1995) in saying that money is at best a short-term motivator, since they both view motivation as being "more subtle and sophisticated than pure finance". McNerney (1996) qualifies this by saying that people are not purely economical animals, nor only social or psychological beings. The implication being; when a manager only uses monetary reinforcements to "motivate" his employees - he may most probably view them as predominantly having a lower-order, economical driven, "have more" -orientation towards life.

Further complicating the matter of using money as a motivator, is the situation as described by Adam's equity theory. According to this theory, an employee must be able to perceive a relationship between his own input and output, as well as his input-output ratio with that of someone else whom he regards to be his equal (Brevis et al., 1997:316). Therefore, if an employee perceives a gap in this comparison (if he perceives himself to be either under- or overpaid), his motivation will be adversely effected (Bird, 1999). Being underpaid will lead an employee to feel that he is not being treated fair and will subsequently lead to dissatisfaction. Not only will this have a negative affect on his level of motivation, but ultimately also on his performance (Mol, 1993:86). On the other side, being overpaid, may be a short-term motivator for some, but will ultimately lead to entitlement expectations, which subsequently also lead to lower levels of motivation, as described above. Thus, according to Brevis et al., (1997:317) money will only serve to motivate an employee to some extent when the employee perceives himself to be fairly and equitably rewarded. Jeffries (1997) however, contends that equitable monetary compensation form part of what she calls the "baseline expectations" of an employee and therefore has limited motivational power.

What is remarkable, though, is the fact that managers still see money as being a powerful motivator, *despite what Herzberg's Two-Factor Model says about it*. His theory offers an explanation for the limited influence of more money and fringe benefits on motivation (Brevis et al., 1997:312), since he classifies monetary compensation as a so-called hygiene factor (Hellriegel & Slocum, 1996:419).

According to Herzberg (Hellriegel & Slocum, 1996:419; Brevis *et al.*, 1997:311-313), hygiene factors are those positive factors that, when present, will prevent job dissatisfaction and therefore maintain a reasonable level of motivation. They won't, however, lead to job satisfaction, *and therefore not necessarily increase the current level of motivation*. He thus concluded that hygiene factors could in no way actually *motivate* employees, therefore agreeing with Jeffries' (1997) notion that adequate money is a baseline expectation and therefore having limited power as motivator.

Money can therefore be viewed to be a carrot, moving employees from the front by external rewards, with the intention to modify their behaviour to that as desired by the organisation, so as to meet the needs of the business.

The phenomenon of money being used as a so-called motivator therefore brings us yet again back to the manipulative application of rewards and reinforcers - which according to Ziglar (as quoted by Rohn, 1999) is not only unethical, but has at best only a temporary effect. He furthermore says that because it results more often than not in forced compliance, it will subsequently lead to employees who are a lot less likely to respond in a positive manner. This will consequently also affect their commitment to growth - ultimately contributing to the already existing condition of rustout (see **2.4.2**).

#### **2.4.3.3 Conclusion**

From the above it is clear that the current scenario is one where managers attempt to motivate their employees by focusing almost exclusively on satisfying some of the lower-order needs, by making use of carrots - mainly in the form of economical rewards. It is therefore not surprising that managers continue to see their employees as an ever increasing cost to the organisation, instead of a source of future revenue (Gering & Mapetla, 2000:21).

It can therefore be deduced that it would seem that the prevailing belief that managers have about their employees, are still more in line with McGregor's Theory X, although most companies would like to believe that they are aspiring towards a Theory Y perspective (Merriden, 1998).

## **2.5 THE CURRENT MOTIVATIONAL PARADIGM: A DEDUCTION**

The characteristics of the current motivational attempts, as described above, are thus reflective of managers' assumptions about their employees, as well as how they came to view the essence of employee motivation.

A possible explanation of how the motivational attempts might have come to display these characteristics, can furthermore be deduced from **2.4**:

Firstly, the operational understanding of employee motivation is understood to be "the movement that results when an employee becomes aware of a deficiency in some aspect of his life". This movement will furthermore then result in a choice of action that the employee believes will help meet this specific need (as per **2.4.1**).

It is, however, very difficult for managers to determine on which level of need in Maslow's hierarchy all his employees are currently at. Adding the fact that employees may all have different threshold limits for satisfaction, as well as different perceptions about how they would like to meet their needs, it is clear that Maslow's theory offers limited practical value to managers in practice (**2.4.2**).

Furthermore compounding this problem of motivating ones employees, is the fact that managers can no longer meet their employees' need for safety and security by means of job security (**2.4.2**). They need however to try and satisfy the lower order-needs in some way, since the non-satisfaction thereof means that employees will never reach the level of self-actualisation, which is necessary to overcome the effect of rustout so as to meet the organisation's changing needs over the long term (**2.4.2**).

However, this is not deemed to be possible since Maslow's theory states that the lower-order needs must be satisfied before higher level needs become strong enough to stimulate movement and subsequently also behaviour (**2.4.2**).

The subsequent belief? That it is no longer possible to satisfactorily meet employees' needs in the changing environment. Therefore, the need to modify employees' behaviour so that the needs and goals of the organisation can at least still be met, became paramount in practice - ultimately leading to the widespread use of the reinforcement theory. (**2.4.3.1**).

Add to this, the fact that most managers' view their employees to be more in line with the assumptions of McGregor's Theory X (**2.4.3.3**), and it is understandable that they have come to believe that their only hope is the carrot-and-stick approach. Since they view it their responsibility to see that the organisation's goals are met, they therefore focus on directing and modifying their employees' behaviour - using reinforcers in the form of external rewards (**2.4.3.1**).

Furthermore, managers believe that their employees will value monetary compensation, either because it is viewed to be a generalised reinforcer (2.4.3.2), because the employees are seen to have a Theory X, lower-order "have more" orientation towards life (2.4.3.1) or because the managers themselves perceive it to be valuable (2.4.3.1). Adding the belief that more money will ultimately lead to satisfaction, (instead of merely the absence of dissatisfaction, according to Herzberg), managers' rationale behind the regular use of money as a motivational tool seems to be explained sufficiently (2.4.3.2).

It is therefore apparent, from the above as well as the rest of the chapter, that there is an inclination in current practice to make almost exclusive use of the reinforcement theory as far as employee motivation is concerned. Since Smith (1995:131) states that one's behaviour is a reflection of what one *truly* believes, it can therefore be deduced that managers' *actual (true) belief* about the essence of motivation in fact differs from the *stated belief* according to the current motivational paradigm.

The *stated* belief of the current motivational paradigm as described, being that employee motivation centres on the need of the employee and his belief on how he should satisfy it. The focus of the manager therefore is to see that his employee's needs are being met - ultimately resulting in satisfying the organisation's needs at the same time (2.2.3; 2.4.1).

This, however, differs from the *actual* belief of managers, demonstrated by their behaviour reflected in so-called motivational attempts. The focus is still on meeting needs - but primarily that of the organisation. If employees' real needs are therefore met in the process - it is perceived to be a bonus. Therefore, the question of "what will motivate our employees?" (2.4.1) shifted towards "how can we modify our employees behaviour?" (2.4.3.1). Employee motivation has therefore become nothing less than employee manipulation (2.4.3.1).

It can be furthermore be deduced that this *true* belief of managers largely resulted from their fixed and predominant way of seeing and thinking about their employees (1.5.1). It can therefore be concluded that the specific paradigm that led to this belief about their employees that managers came to accept as being true, real and correct - are based on the assumptions as described by McGregor's Theory X (1.5.1; 2.4.3.3).



The actual current motivational paradigm is therefore primarily characterised by certain fixed beliefs that managers have about their employees, influencing not only the very way that they come to understand the essence of employee motivation, but furthermore also their so-called motivational attempts. The paradigm is therefore *not predominantly* characterised by a focus on the needs of employees (as described in **2.4.1** and **2.4.2**), as we came to believe. This is clearly demonstrated by the fact that behaviour modification centres on employee *behaviour* and does not really concern itself with employees' inner states of deficiency (**2.4.1**), as the *internal desire* that will lead to movement and consequently to behaviour of sorts (**2.2.1**).

Furthermore, it can be stated that behaviour modification techniques ultimately do not succeed in meeting employees' needs - for if it did, the result would be a motivated workforce, subsequently meeting the needs of the organisation in the changing marketplace (**1.1**; **2.2.3**; **2.4.1**). Since the current motivational attempts result in neither meeting the employees', nor the organisation's needs, the time has therefore come to acknowledge the fact that the current way of seeing and thinking about employees and motivation, may no longer be deemed to be appropriate (**1.5.2**).

It can therefore be deduced that the current beliefs of managers are either incorrect or contain significant blind spots (as per **1.5.2**). We will therefore have to correct our beliefs by means of a new way of seeing and a new level of thinking. Hence, only when both our beliefs about our employees, as well as our understanding of the essence of motivation are a reflection of things as they really are; will the results of these beliefs meet not only our employees', but also our organisation's needs over the long term (**1.5.2**).

## **2.6 A POTENTIAL MISSING LINK?**

From the above it has become clear that the prevailing motivational belief of managers centres on their employees being predominantly economically driven (**2.4.3**). Furthermore, since money can be perceived to be an economic, social or a psychological symbol (**2.4.3.2**), managers believe that it can meet all the needs that their employees may have, as identified and categorised by Maslow's hierarchy, to some extent. It can therefore potentially meet not only their physical (1<sup>st</sup> and 2<sup>nd</sup> level), but also their social (3<sup>rd</sup> level) and their growth (4<sup>th</sup> and 5<sup>th</sup> level) needs (**2.4.2**).

McNerney (1996), however, in stating that people are not purely economical animals, or merely social, or only psychological beings; furthermore highlights the fact that

human beings are very complex in nature (2.4.3). The researcher therefore started to wonder about the reoccurrence of human needs being classified in mainly three categories: being the physical, social and psychological. For not only does it imply that human beings only experience strong feelings of deficiency in these areas of life (2.4.2), but also that these life-dimensions *alone* are fundamental to human fulfilment (Covey *et al.*, 1994:44).

The question subsequently arises, if it could not be possible that there may indeed be another aspect or dimension of life, whereof the needs, when satisfied, could contribute to experiencing fulfilment. The implication hereof? That there may be a whole category of needs that has not been acknowledged by the existing need theories, and therefore not been incorporated in the current motivational paradigm. Furthermore, this led the researcher to speculate with the idea that this "other" dimension could potentially be a significant blind spot in our current paradigm, and therefore may be a missing link as far as our current understanding of motivation is concerned.

Moreover, in light of the development in the realm of human intelligence, with Zohar and Marshall (2000:4) stating that human beings are essentially *spiritual* beings, the researcher started to ponder this fact. Could it be possible that the *spiritual dimension* of human life may have been undervalued as far as our current understanding about the essence of motivation is concerned? Likewise - if this may indeed be the case, can it not be possible that this dimension may well contribute *on a practical level* in addressing the issue of employee motivation? For the last thing we seem to need is yet another needs theory or extension thereof, that has limited managerial application. Furthermore, the idea of an augmented and practical need theory may imply that managers might actually come to think differently about their employees and therefore return to motivating, instead of manipulating them.

In conducting the preliminary literature study, it has furthermore come to light that there are indeed *four* basic human needs that have been recognised *throughout time* as being central to human fulfilment (Covey *et al.*, 1994:44). The researcher furthermore, in reflecting on the classification of these needs, concludes that three of these four needs indeed correspond with the classification found in the prevailing motivational paradigm. In addition to the economic, social and psychological needs, Covey (1992b:166) however mentions that the fourth basic need comprises our *spiritual* need.

In light of the above, the next chapter will focus at first on defining and describing the spiritual dimension, so as to understand the essence thereof. The purpose hereof will be to establish if this dimension is indeed absent from the current paradigm and therefore might possibly be a missing link in our current understanding and practice of motivation.



## CHAPTER 3 A POTENTIAL MISSING LINK

### 3.1 INTRODUCTION

*"We have to see ourselves as spiritual beings having a human experience - rather than human beings who may be having a spiritual experience."*

This quote from Dyer (1993:310) seems to confirm what Zohar and Marshall (2000:4) are saying about humans being essentially spiritual creatures. This is quite a far cry from the current managerial paradigm, which view humans in employment as being fundamentally economically orientated (2.4.3.2).

In light of this discrepancy, we will first of all have to conclude an operational understanding of the spiritual dimension - so as to gain a better understanding of the essence thereof. This is necessary so as to ascertain if this aspect of being might have been overlooked in the process of human need identification and categorisation. If indeed, it may well have contributed to the inadequate or incorrect belief about the fundamental nature of employees - and as a result hereof been undervalued in our current motivational paradigm. The spiritual dimension may thus potentially be the missing link in our current understanding, as well as practice, of motivation.

### 3.2 DEFINING THE SPIRITUAL DIMENSION

#### 3.2.1 Word analysis

The word "spirit" comes from the Latin word *spiritus*, which means to "breathe in new life, to animate or enliven" (Shipka, 1997:xxviii). Webster's dictionary (according to Zohar and Marshall, 2000:4) furthermore defines spirit as "the vital or animating principle; that which gives life to the physical organism in contrast to its material elements". It can therefore be deduced that the spirit is seen to be the life-giving principle within a living being. This inference is furthermore confirmed if one looks at a synonym for spirit, which according to Merriam-Webster (2000b), is "the vital force".

#### 3.2.2 Concept analysis

Johnpress (2000a) is therefore in agreement with the above word-analysis, in saying that the spirit is "the aspect of the human being not pertaining with the physical form", thus concluding that spirit refers to the *invisible essence* of a human being. This furthermore corresponds with what Dyer (1993:40) is saying, namely, that an individual

can only start to see himself as a spiritual being (as per **3.1**), if he has an awareness beyond the physical (visible) domain, of the *invisible* (spiritual) dimension. The spiritual dimension, according to Merriam-Webster (2000a), can therefore be described to be the immaterial intelligent or sentient part of a person, since "the spirit is that spark that tells us we are alive" (Pascarella, 1996). Covey (1992a:292) furthermore extends on this by stating (as Johnpress does) that the spiritual element is actually *at the core or centre* of the human being, with the essence thereof, according to him, to be found in personal values.

It can thus be deduced that the spiritual dimension is believed to be the invisible, immaterial part of being, as embodied by personal values, which gives life to the physical dimension of human beings. Since the physical part of being is therefore not able to exist without this vital life-giving force - it can subsequently be concluded that the spiritual dimension is fundamental to the nature of human beings.

Since the spiritual dimension is shown from the above to be a vital aspect of human life, it would imply that a person may well experience a strong feeling of deficiency in this aspect of his life at some time (**2.4.1**). It can therefore be concluded that human beings may indeed, in addition to the other needs described in **2.4.2**, also have ***spiritual needs***. It is therefore necessary to define this category of needs; so as to clarify the essence of the spiritual dimension as currently defined, as well as to determine if this need-category may have been overlooked in our current need theories and subsequently also the motivational paradigm.

### **3.2.2.1 Spiritual Needs**

According to Covey et al. (1994:45), our spiritual need centres on the need to have a sense of meaning or purpose in life, as well as the need to experience personal congruence and a sense of contribution. This need, according to Handy (1997:108), can be embodied in Nietzsche's saying "Those who have a *why*, can endure with almost any *how*, but it is the *why* that is difficult." The spiritual need, therefore, is about asking questions that are worth asking, because they are worth living - and worth wrapping one's life around (Palmer, 1998:8).

Man's spiritual need consequently highlights the ancient and abiding human quest for connectedness with something larger than ourselves (Palmer, 1998:6), and hence centres on a "telos", a dream of what might be, so as to give us energy for the journey of life (Handy, 1997:108). It can therefore be concluded that Bruce (in Bruce &

Novinson, 1999), in saying that our spiritual need is "our search for meaning and values, which includes some sense of the transcendent", confirms the essence of both the need, as well as the dimension, as described in the foregoing.

### 3.3 THE CURRENT MOTIVATIONAL PARADIGM: AN OVERVIEW

In light of the above description of the spiritual dimension, the next part of this chapter will centre on establishing if the current motivational paradigm, as described in **chapter 2**, does indeed incorporate the spiritual dimension as far as employees' needs, as well as their fundamental spiritual nature, are concerned.

We will therefore reflect on each of the characteristics of the motivational paradigm, as described in **2.4.1**, **2.4.2** and **2.4.3**, so as to determine if any of them encompass the spiritual dimension.

#### 3.3.1 Focus on the what of motivation

According to the word analysis in **2.2.1**, motivation deals with the "why" of behaviour, with defining the internal desire that will lead to movement resulting in external behaviour. The current paradigm however, focuses more on the "what" that will lead to motivation, contending that, as described in **2.4.1**, an *unmet need* in some aspect of a person's life will be the catalyst for motivation.

It is conversely clear from the above, that this paradigm does not really ask, "What *deeper need* lies behind this desire?" nor "Will fulfilling it really satisfy this *deeper need*?" (Zohar & Marshall, 2000:285.) In focusing on the unmet need itself as the source of motivation, this paradigm, in not looking past the need to the reason or motive behind the surface desire, therefore does not address the authentic "why" of motivation. The current motivational paradigm consequently does not attend to our *real motives*, being the motive for meaning and wholeness or integrity (Zohar & Marshall, 2000:284) – furthermore defined by Zohar and Marshall (2000:284) as being our life's intentions or life's purposes. There is thus no true focus on the essence of the spiritual dimension as defined in **3.2.2.1**, being employees' personal values and their spiritual hunger for meaning, congruence and contribution.

Given the fact that the current paradigm does not reflect on an individual's centre or deepest motivations (Zohar & Marshall, 2000:263), it can therefore be concluded that the current motivational paradigm does not incorporate the spiritual dimension as far as this characteristic is concerned.

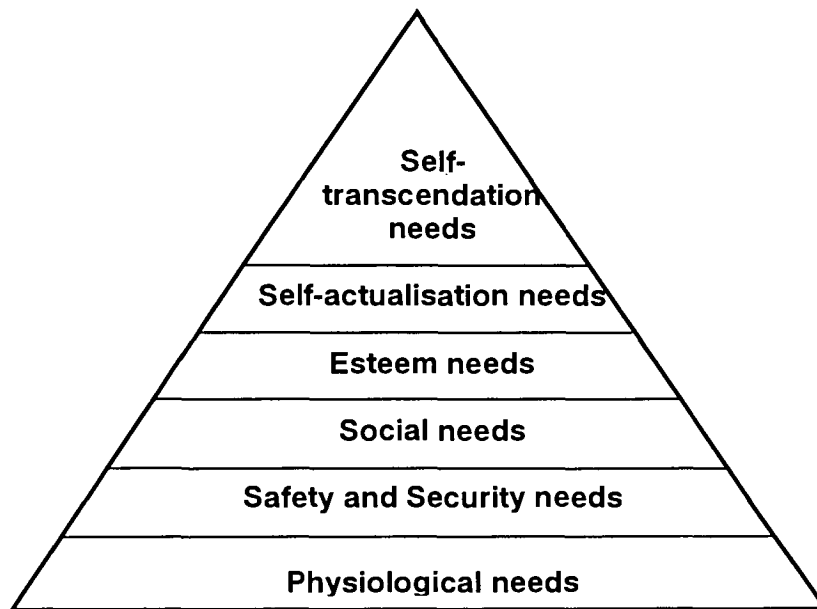
### 3.3.2 Firmly grounded in Maslow's hierarchy of needs

Characterised by Maslow's five human needs (**Figure 2.1**) as categorised by Alderfer (**2.4.2**), the current paradigm does in fact correspond with three of the basic human needs as defined by Covey (**2.6**). The **Existence** need represents the economic or money need, the need for **Relatedness** refers to the social or relationship need, and the need to experience **Growth** is consistent with Covey's psychological need (Covey, 1992b:166).

Covey states however, that in addition to man's need to "live, love and learn", human beings also experience the need to "leave a legacy", which he then defines as being our spiritual, or contribution need (Covey et al., 1994:45; Covey, 1992b:166).

This would imply that Maslow's hierarchy requires another step - which he himself recognised towards the end of his life. He realised that he had been mistaken, that the need to self-actualise *does not* represent the ultimate end of a person's life, and that people need something bigger than merely themselves, to be awed by and to commit themselves to (Handy, 1995:275). Maslow therefore distinguished another growth need beyond the level of self-actualisation, being the need for self-transcendence (Huitt, 2000). He furthermore placed this need to live for a purpose higher than self (Covey et al., 1994:49), at the centre of spirituality (Hoffman, 1996:14), arguing that peak experiences are not "mystical" experiences, but a normal part of everyday life (Hoffman, 1996:xi). Maslow hereby confirmed what Dayton (1995:179) believes to be true – that the next stage in psychology just might be that of spirituality.

**Figure 3.1 Maslow's Revised Hierarchy of Needs** (Huitt, 2000)



Since the current motivational paradigm does not address employees' need to experience a sense of meaning, congruence and contribution in life (2.6), it can be deduced that the current paradigm is therefore not rooted in Maslow's *revised version* of his human motivation need hierarchy. Being from his unpublished writings, (Hoffman, 1996:xvii), Maslow's "new" vision of human nature (Hoffman, 1996:xi) therefore may well be the new level of thinking that will create a paradigm shift as far as our current understanding of motivation is concerned (as per 1.5.2).

Maslow's revised hierarchy may furthermore explain the phenomena of rustout amongst employees, for rustout does not only refer to a lack of self-actualisation (being the under use of potential), but also to the crippling of employees' spirits, since their lives lack purpose (as per 2.4.2). As the need to rise above a limited context and perspective to a wider field of vision, is not acknowledged by the current paradigm, no attempt to meet this need be ensued in the working place (Branden, 1997:191).

The revised hierarchy, however, still does not solve all the difficulties that Maslow's theory presents as far as the practical motivation of one's employees are concerned: the crucial problem being Maslow's assumption that people's needs are arranged, in order of importance, in a hierarchy. Coupled with his belief that the different needs must be satisfied in ascending order, his theory has basically been stripped of all practical value, especially in the current changing environment (as described in 2.4.2).



The beliefs "one need is more important than another", and "one cannot satisfy a need if the foregoing need has not been sufficiently met", therefore may contain significant blind spots, since the motivational attempts flowing from these beliefs are meeting neither employees', nor organisational needs (2.5).

The assertion of Covey et al. (1994:45) that *each* of the four basic human needs is important may therefore be noteworthy. In stating that *any one* of these four needs, when unmet, reduces the quality of a person's life, these authors differ from Maslow in believing that all four needs are *equally essential* for human fulfilment (Covey et al., 1994:51). Covey et al. (1994:46) furthermore view the four needs to be highly interrelated and *not separate compartments of life* and consequently organises them not in the form of a hierarchy, as Maslow did, but as four circles overlapping each other.

**Figure 3.2** Covey's Need Model (Covey et al., 1994:47)



The fundamental difference in the underlying philosophies is furthermore confirmed by the distinction that Barciela (1998:105) makes between the two organisational styles. Barciela says that when one organises in the shape of a triangle, one organises for *dominion* - which is exactly what Maslow did. His hierarchy is thus expressive of his belief that only when one need (being the important need) is partly satisfied, will the needs of the next higher level emerge to be satisfied - therefore *only then* becoming important (2.4.2). If, however, one wants to organise for communion - for the *redistribution of power* - then one will, according to Barciela (1998:105), organise in the shape of a circle. This is illustrative of Covey's model in the sense that he believes the needs are to be fulfilled in an *integrated way*, meeting an unmet need by *simultaneously* addressing the other needs - therefore none being more important than another (Covey et al., 1994:48).

Covey's need model and its underlying assumptions as described above, may therefore possibly rule out some of the problems proposed by Maslow's hierarchy (as described in **2.4.2**):

- In view of the fact that the four needs are deemed to be equally important, and thus not organised in a hierarchy, it will no longer be required of managers to attempt to identify the level of need at which every employee is currently motivated.
- Since an individual will aim to meet any unmet need by simultaneously addressing the other needs, an answer to the question "when will an employee move on to the next category of need?" is no longer deemed applicable.
- Seeing as the needs are met in an interrelated way, and not in ascending order, Covey's model therefore proposes that the "higher-order" needs can be satisfied without necessarily first meeting the "lower-order" requirements *in the traditional way* (Woolridge, 1995). Hence, the paradox pertaining to the issues of job security and rustout, as currently experienced in practice, may hereby cease to be an unsolvable paradox.
- The foregoing line of reasoning similarly applies to the last problem proposed by Maslow's hierarchy, referring to the instances where individuals, such as Mother Theresa and Martin Luther King, did not go about satisfying their needs in the suggested ascending order.

### 3.3.2.1 Conclusion

It can be concluded from the above that the current motivational paradigm does not acknowledge the fourth category of needs, concerning the spiritual dimension, since it is firmly rooted in Maslow's *original* hierarchy of needs (**2.4.2**). Therefore, the spiritual aspect of being has been excluded from our current understanding, as well as practice of motivation.

Furthermore, the potential that Covey's need model shows towards addressing some of the problems proposed by Maslow's hierarchy, may prove to be significant. It would seem from the above that Covey's beliefs might be more in line with the objective reality of human motivation than that of Maslow, and could therefore possibly direct us in examining our current beliefs about the nature and the functioning of the human need system. For this reason Covey may even pave the way towards a potential paradigm shift in employee motivation – by embracing a new level of thinking, beyond Maslow, regarding our understanding of human needs (**1.5.1**; **1.5.2**).

### 3.3.3 Current beliefs about employees influence the "how" of motivation

It has been concluded in **2.4.3.3** that the current motivational paradigm is firmly rooted in McGregor's Theory X, with managers believing that their employees are predominantly economical driven. It has furthermore been shown that this paradigm consequently results in motivational attempts characterised by the so-called carrot-and-stick approach (**2.4.3.1**), with money being the main reinforcer (**2.4.3.2**).

Covey (1992b:176-177) confirms that the carrot-and-stick approach discloses much about a manager's perception of his workforce (as per **2.4.3.1**). He says that managers, who employ this method in an attempt to motivate their employees, see them primarily as *stomachs* (being his metaphor for economic beings). Covey therefore believes that this approach is based on the *economic man* assumption, in which it is presumed that employees are motivated primarily by their quest for economic security. The deduction made in **2.4.3.3**, that money is perceived to be the ultimate carrot of the reinforcement theory is therefore validated by Covey. Since managers believe that they can get the desired behaviour from employees by meeting the needs of their stomachs, they attempt to motivate their employees by manipulation of their reward packages (Covey, 1992b:177), yet again confirming that managers manipulate, more than motivate, their employees (as described in **2.4.3.1**).

Some managers, however, do recognise that their employees are not only stomachs, but also *hearts* [social beings] and *minds* [psychological beings] (Covey, 1992b:177-178). Though they may have an extended assumption about the nature of their employees (Covey, 1992b:177), managers continue, however, to use money as the universal reinforcer. The reason being that, since money can also be perceived to be a social or psychological symbol (as per **2.4.3.2**), it is believed to meet all the needs that their employees may have, while at the same time side-stepping the problems that Maslow's theory proposes (**2.4.2**).

It is clear from the above that managers still do not understand that there is yet another kind of poverty, of which the effects may be more subtle, but equally as real and debilitating than that of physical poverty (Shipka, 1993:102). Employees, as *spiritual beings*, want their lives to have meaning and purpose, and therefore desire to do something that matters and which will lift them to their highest selves (Covey, 1992b:178-180).

Handy (1997:13) confirms the above in stating: “There are *two* hungers, the lesser hunger and the greater hunger. The lesser hunger is for the things that sustain life, the goods and the services, and the money to pay for them, which we all need. The greater hunger is for an answer to the question ‘why?’ - for some understanding what that life is for.”

Men and women today are haunted by this greater hunger (Gergen, 1999). Gore (as quoted by Myers, 2000) substantiates this by saying that in a time when the accumulation of material goods is at an all-time high, the number of people who feel an emptiness in their lives are also on the increase. Levin (2000:1) describes this emptiness as “sensing an ache that disappears at moments, only to re-emerge with renewed strength just when you thought you have eradicated the cause”. It would here for seem that, ironically, man finds himself in the odd situation of matching the famous line from *A Tale of Two Cities* by Charles Dickens (as quoted by Tenney, 1998:28), “It was the best of times, it was the worst of times.”

From the above it is clear that the human spirit of man seeks more than a mundane life. It seeks meaning *beyond survival and wealth* – something that transcends the ordinary and transforms man’s existence into something extraordinary (Spitzer, 1995:28).

Ohmann (1999:18) and Covey (1992b:180) furthermore agree that *bread alone* will never be able to satisfy the entire spectrum of needs fundamental to human fulfilment, for one can buy someone’s hand and back, but not his spirit (Covey, 1998:xii). But how might the search for meaning, congruence and a sense of contribution then be addressed, if not by money?

### **3.3.3.1 Personal values**

The authentic “why?” question, as the manifestation of people’s spiritual hunger (Myers, 2000), may potentially be addressed by looking at Covey’s belief that *personal values* are to be found at the core of the spiritual dimension (3.2.2). Since the spiritual element has been described to be *at the core or centre* of the human being (as per 3.2.2), Smith (1994:48) validates Covey’s viewpoint, in saying that a unique set of *governing values* lie at the core of each person.

But what are personal values? Personal values can be defined as an individual’s personal beliefs about what he deems to be important in his life (Mapes, 1996). Since

“value” denotes the importance of something relative to other alternatives (Cathcart, 1998:41), Robbins (1992:349) concludes that every person has a *hierarchy of values*. This hierarchy therefore represent not only the highest priorities (in order of importance) in ones life, but also ones guiding compass (Robbins, 1992:344-350), since every decision that a person makes is based on his own set of values (Cathcart, 1998:41).

It should be noted that personal values could also be described as ones “end values” (the ends one is after), or ones *true desires*: being the things one fundamentally need to move toward to feel whole and to make life rewarding and fulfilling (Robbins, 1992:347-348; Robbins, 1986:344). These values should, however, not be confused with “means values” – being the means by which one would strive to achieve the much deeper set of end values (Robbins, 1992:347-348).

According to Smith (1994:48) it is furthermore possible to experience true personal fulfilment in life, *only* when one choose to live according to ones personal / governing / end values. Robbins (1992:342) substantiate this in saying that, to experience the deepest level of life fulfilment, one has to determine ones highest values and then commit to live by them every single day. The contentment that comes from living in harmony with ones personal values, therefore does bring a sense of meaning to life (Poggenpoel, 1999:30), and furthermore satisfies that part of the spiritual starvation that lies in being unreconciled to what one really is (Abdullah, 1999:44).

It can therefore be concluded that, since a sense of meaning and personal congruence results from living according to ones personal values, the spiritual need as defined in **3.2.2.1**, can be fulfilled by living consistently with ones end or governing life values.

### **3.3.3.2 Employees as spiritual beings**

The above supports the contention that employees, since they are human beings, do have a spiritual dimension. It has furthermore been concluded that they can meet their spiritual needs by means of living according to their personal values (**3.3.3.1**). The question however arises: “Why do *managers* have to concern themselves with the spiritual dimension of their employees?” In attempting to answer this question, we will thus have to determine if / why it is necessary to address employees’ spiritual needs *in the workplace*.

- Part of the answer to this question lies in the updated concept of work / family balance, which according to Useem (2000), focus not on balance as such, but rather on "integration". Brutoco (1993:xiv) explains this to be the "reintegration of what we do in the marketplace with who we are as spiritually developing human beings". There is thus a definite shift away from merely "making a living" towards "making a life" (Ferguson, 1993:28).

This scenario of returning to wholeness (McMillen, 1995) may consequently be the reason why employees are seeking to link their personal values with their job (Galen & West, 1995:82). For the values of an individual's job must be in harmony with the rest of his life, if he is to be a whole and healthy personality (Ohmann, 1999:23).

This shift would furthermore explain why Muller (as quoted by Fontyn, 2000:16) says that employees want more than just money from their work. As spiritual beings, they also hunger for a work life that has meaning in terms of their higher and more enduring spiritual values (Ohmann, 1999:18). Employees therefore want to work in an environment that respects their spiritual values and supports them in realising their dreams (Edelstein, 2000:2).

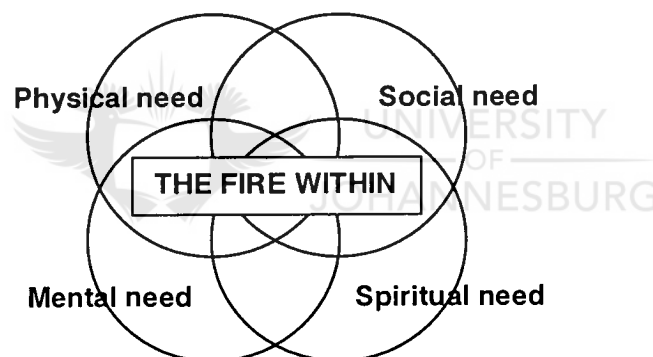
- This craving for meaning in the workplace furthermore spans all generations (Leigh, 1997), but especially the generation of employees that are survivors of downsizing and reengineering processes (Galen & West, 1995:82). These employees are asking, "what does all of this mean?" and they are wondering why they are feeling so unfulfilled (Galen & West, 1995:82). It is therefore becoming paramount, given the current changing marketplace as described in **1.1.2**, that the meaning of work should be reframed so as to fit the basic human need for relevance, meaning and self-transcendence (Biberman & Whitty, 1997:136).
- Man's search for meaning in his organisation (Waterman, 1999:175) has to be addressed by the organisation for yet another important reason. As the need for meaning runs so deep in people, Waterman (1999:176) says that managers will have to meet this need of their employees, if the organisation wants to renew itself, and wants to stay renewed.

Edelstein (2000:2) substantiates this in saying that one has to tap into the reality that people are a lot more creative when they feel a sense of meaning and purpose

to their work. This is furthermore confirmed by Aburdene (as quoted by Edelstein, 2000:2), who says that employees' spirits are the source of continuous innovation and improvement, thereby contending that companies will need to embrace the spiritual dimension of their employees if they are to stay competitive in the changing marketplace (as described in 1.1.3).

- Since the organisation is becoming a place where one wants to reconnect with ones spirit (Edelstein, 2000:2), managers will in future have to deal with the “whole person” of their employees. They will therefore have to see their employees as human beings with a spirit, and not only a stomach, a heart and a mind (Covey, 1992b:178). The spiritual dimension is furthermore important, since it is only possible, by fulfilling *all four* human needs in an integrated way, to have an “explosion of inner synergy that ignites the fire within which will give vision, passion and a spirit of adventure to life” (Covey et al., 1994:48).

**Figure 3.3 The Fire Within** (Covey et al., 1994:49)



Seeing as the spiritual need serves as the key to the “fire within”, by transforming the other three needs into capacities for contribution (Covey et al., 1994:49), it is becoming increasingly clear why managers have to concern themselves with the spiritual dimension of their employees.

Since the physical, social and mental needs are deemed to be not only potential “end values” in themselves, but also serves as “means values” by which one will strive to realise ones life reasons or life purposes (see 3.3.3.1), managers will only come close to capturing the total potential contribution of their employees when they are able to engage the whole person in the workplace (Rarich, 1993:152).

- Various authors are furthermore starting to share the perception that the secret to motivation is indeed to be found in personal values. Mapes (1996), for one, is saying that values are the key to motivation, as one will always move in the direction of ones number one value and away from that which threatens that value. He therefore states that managers should support and nurture their employees' highest values, for only then will they be able to inspire and motivate their employees.

Maccoby (2000) furthermore believes that values are the energised way in which human beings satisfy their shared strivings for survival, relatedness, various forms of self-expression, and a sense of meaning. He therefore concludes that one must identify the dynamic values (end values) that determine a person's needs (means values), to really understand what motivates that individual. This is furthermore in agreement with Zohar and Marshall's (2000: 285) statement that one has to look past an unmet need to the reason or the "why" behind the surface desire (as per **3.3.1**). The essence of motivation is thus, according to Cathcart (1998:41), deemed to be found in a person's value system, because ones values direct the "why" of what one does.

The motivational power of personal values, though, has in a sense already been suggested in **chapter 2**, by Skinner's reinforcement theory, as described in **2.4.3.1**. His theory states that one can increase the frequency of expected or necessary behaviour only by means of a positive reinforcer – being anything that is perceived to be valuable by the employee himself, *because of his personal value system*. Nelson (1999) has furthermore stated in **2.4.3.1**, that a manager will only succeed in motivating a certain employee, if he persuades the employee to take an action that is in his own best interest, by using a reinforcer which is valued by and meaningful to that particular employee.

The role of values in motivation is furthermore confirmed by Furman (1997), who says that personal values are in fact a source of natural reinforcers, since they elicit instrumental (means) values that are instrumental in gaining terminal (end) values. Robbins (1986:355) is therefore spot on in concluding that managers will only be able to motivate their employees when they:

1. Acknowledge that various people value different things, based on their individual value systems, and



2. Know the supreme values of their employees (their end values), as well as how to fulfil them (their means values).

It can therefore be concluded from the above that it is indeed becoming necessary to address employees spiritual needs in the workplace. Managers will subsequently have to concern themselves with the spiritual dimension of their employees, especially since it may just be that personal values are the most powerful motivation tool they may have at their disposal (Robbins, 1986:355).

### **3.3.3.3 The implication of the spiritual dimension for the “how” of employee motivation**

Acknowledging the spiritual dimension of employees in the workplace however raises another issue. Since it has been concluded in **2.4.3** that a manager’s behaviour is a reflection of what he truly believes, we need to determine what influence a manager’s **true belief** that employees are also spiritual beings, will have on his attempts to motivate them.

It can be deduced so far (from **chapter 3**), that managers who **truly believe** that employees are also spiritual beings, will not attempt to manipulate their employees by the carrot-and-stick approach [described in **2.4.3.1**] (**3.3.3**), or use money as the generalised main reinforcer [described in **2.4.3.2**] (**3.3.3**; **3.3.3.1**). They will rather attempt to discover that which their employees’ value, in terms of their end and their means values (**3.3.3.1**) and endeavour to address their employees’ spiritual need for meaning, personal congruence and a sense of contribution (**3.2.2.1**), as well the three other needs (**3.3.3.2**), by way of the employees’ own established means values (**3.3.3.1**; **3.3.3.2**). Managers who acknowledge the spiritual dimension, will furthermore attempt to ignite the “fire within” their employees by trying to fulfil all four needs in an integrated way (**3.3.3.2**).

It can consequently be deduced that, when a manager acknowledges his employees to be spiritual beings, the employees’ personal values, as the essence of the spiritual dimension, will be fundamental in the “how” of motivation. It can therefore be concluded from the above, and the rest of **chapter 3**, that personal values indeed have a role to play as far as the motivation of our employees are concerned.

Motivational attempts resulting from the belief that employees’ spiritual dimension are to be addressed in the workplace, will however, have far reaching implications for the

organisation as well. Engaging the whole person will make it possible for managers to capture the total potential contributions of their employees so as to continuously innovate and improve the organisation (3.3.3.2). These continuous improvement initiatives may consequently gain the organisation a competitive advantage, thereby making it truly competitive in the World-Class global economy, and thus ensuring the organisation's profitability (1.1.3).

Truly believing that ones employees are also spiritual beings, will therefore lead to motivational attempts that can potentially meet not only the needs of employees over the long term, but also that of the organisation (1.5.2). Consequently, it could be possible that the spiritual dimension may indeed be a missing link in our current understanding, as far as the concept and process of motivation is concerned.

### 3.3.3.4 Conclusion

The logical deduction drawn from all the above is that the current motivational paradigm does not incorporate the spiritual dimension of employees, as substantiated by the following:

- The prevailing belief that managers have about their employees', centres around the assumptions as proposed by McGregor's Theory X, defined in 2.4.3 (as per 2.5). Therefore managers do not truly believe the assumptions of Theory Y: that their employees, desiring to experience some sense of meaning in their lives, actually seek to make a contribution (2.4.3). Since the underlying assumptions of Theory Y echoes the essence of the spiritual need experienced by employees (3.2.2.1; 3.3.3.2), it can therefore be concluded that managers do not truly believe that their employees have a spiritual dimension as well.
- The carrot-and-stick approach, being rooted in Skinner's reinforcement theory, furthermore demonstrates that managers do not really keep their employees best interests at heart (2.4.3.1). Being manipulated primarily for the company's benefit, (2.4.3.1), very little attempts are being made so as to enable employees to live a rewarding and fulfilling life (3.3.3.1). Therefore, in not addressing their employees' spiritual need, (as defined in 3.2.2.1 and 3.3.3.2), managers' behaviour pattern reflect that they do not really acknowledge the spiritual dimension of their employees (as per 1.5.1).

- Managers' current motivational attempts are furthermore characterised by rewards which are based on the manager's own value system (as described in **2.4.3.1**), instead of reinforcers reflective of the value system of the employee to be motivated (**3.3.3.3**). As confirmed by the under-valuation of Vroom's expectancy theory (**2.4.3.1**), the current motivational paradigm pays no attention to personal values, which reflect the essence of the spiritual dimension (**3.2.2**; **3.3.3.1**). Neither ends, nor means values of employees, have thus been incorporated in the "how" of motivation (**2.4.3**). Therefore it can be concluded that managers' prevailing belief about the nature of their employees, has not been extended to include the spiritual dimension.
- Since employees are primarily being managed and motivated from an "economic-man" assumption (**3.3.3**), with money being the main reinforcer (**2.4.3.2**) employees are perceived to have a Theory X, lower-order, have-more orientation to life (**2.5**). Managers therefore believe that employees only need to "make a living", and thus do not acknowledge the spiritual nature of employees as crystallised in their need to return to wholeness by "making a life" (**3.3.3.2**).
- The current paradigm furthermore views a need as a strong feeling of deficiency in some aspect of ones life that creates an uncomfortable tension, which can be reduced by taking some action so as to satisfy that *specific need* (**2.4.1**). It also contends that one level of need must be satisfied to some extent before another need will emerge to be satisfied (**2.4.2**). It can thus be concluded that current paradigm managers perceive the physical, social and psychological needs to be only end values in themselves (as defined in **3.3.3.1**). They therefore do not acknowledge that the physical, social and mental needs may also serve as means values, whereby all the needs can be fulfilled in an integrated way (**3.3.3.2**). It can thus be concluded that since managers do not acknowledge the physical, social and psychological needs as capacities for contribution (**3.3.3.2**), the current motivational paradigm does not incorporate the spiritual dimension of employees.
- It has furthermore been concluded that managers attempt to motivate their employees by using money as the main carrot (**2.4.3.3**), believing that it can meet all the needs of their employees (**2.4.3.2**). It has, however been stated that bread alone (as metaphor for money) will not be able to satisfy man's spiritual need for meaning, congruence and a sense of contribution (**3.3.3**). Therefore, since managers do not address the spiritual need of employees, it can yet again be

deduced that the current motivational paradigm does not acknowledge the spiritual dimension of employees.

It can thus be concluded that the current motivational paradigm does not incorporate the spiritual dimension. For if it did, it would have reflected in managers beliefs about their employees and subsequently in the “how” of their motivational attempts (1.5.1; 1.5.2). Leigh (1997) furthermore validates this conclusion, in stating that the spiritual dimension forms an integral part of human nature, and that this basic fact has been ignored by traditionally run companies for most of the 20<sup>th</sup> century.

### 3.4 CONCLUSION

As not one of the characteristics of the current motivational paradigm incorporates the spiritual dimension (as deduced in 3.3.1, 3.3.2 and 3.3.3), it can be concluded that this dimension is indeed absent from the existing paradigm.

In light of the deductions made in this chapter (as per 3.3), it may furthermore seem that the spiritual dimension may indeed be a missing link in our current understanding of motivation. In addition, we find that Covey (1998:xi) validates this last conclusion, as he believes that one can tap into a whole new source of human motivation *by appealing to the spiritual dimension*.

It is furthermore noteworthy that Johnpress (2000b) proposes that the concept of “motivation” should actually be replaced with that of “inspiration”. The meaning of which, as defined by Webster’s New World Dictionary (as quoted by Jeffries, 1998:30), is “to breathe life into” and “to cause, communicate or *motivate as by divine influence*”. Johnpress therefore, albeit indirectly, acknowledges the potential role of the spiritual dimension (as defined in 3.2.1) in addressing the problem of motivation.

The same belief is also echoed by Mapes (1996), who says that there is no such thing as pure motivation: only value-satisfaction. Since personal values have been described to be the essence of the spiritual dimension (as per 3.2.2) – the logical conclusion would be that the spiritual dimension may need to be more fully incorporated as far as the concept and the process of motivation is concerned.

It may therefore be time to examine our “muscle memory” regarding motivation – defined by Hay and Moore (as quoted by Pascarella, 1998) to be the “lifetime of experience that may be pointing us in the wrong direction”. For only by examining our

deep-seated beliefs about employee motivation, will we be able to ascertain the correctness thereof, and maybe change the ones that are no longer deemed to be appropriate (as per **1.5.2**).

But, in changing our minds, we also change our agreements. And organisations are nothing but sets of agreements that we make. Therefore when we start to change our thinking, and thus our agreements, our organisations will begin to change as well (Shipka as quoted by Pascarella, 1997). And this may prove very significant.

**“UNLESS WE CHANGE THE DIRECTION WE ARE HEADED IN, WE MIGHT END UP WHERE WE ARE GOING”.**

Old Chinese Proverb,  
as quoted by Shipka (1997:3).



## CHAPTER 4 SUMMARY, FINDINGS AND RECOMMENDATIONS

### 4.1 INTRODUCTION

This chapter will focus foremost on ascertaining whether the research problem, as defined in **1.3**, has been addressed sufficiently in this study. The researcher will therefore summarise the essence of the research as per the previous three chapters, as well as the subsequent findings and conclusions thereof, in an attempt to meet this objective.

### 4.2 SUMMARY

The problem of managers and professional leaders that do not really know how to effectively motivate their employees, has shown to be quite significant, especially given the changing business scenario and the increasing need to stay competitive in the new global marketplace (**1.1**). This scenario not only served as a background to the study, but subsequently also gave rise to the research problem (**1.3**). As a result, the questions “What does the current motivational paradigm look like?” and “What, if any, could be a missing link as far as our current understanding of motivation is concerned?” are central to the essay.

The study consequently aimed to describe the characteristics of the current motivational paradigm (as per **chapter 2**), in an attempt to identify and disclose a potential missing link in our current understanding of motivation - which might aid us in addressing the problem of effective employee motivation (described in **chapter 3**).

In attempting to show that our current understanding of motivation, and specifically employee motivation, might contain a potential blind spot, and therefore may not necessarily be a true reflection of the reality of motivation, the research has been done from a Personal and Professional Leadership (PPL) perspective (**1.5**). This perspective inter-alia contends that our paradigms are the foundations on which we base our beliefs (**1.5.1**), and that needs (being ones own, others' or that of the business) will only be satisfied over the long term when our beliefs are in line with reality (**1.5.2**).

In endeavouring to address the study's problem (as per **1.3**), the researcher subsequently decided to make use of a descriptive strategy, and to conduct an

extensive literature review, as well as word, concept and phenomenological analysis (1.7) in order to meet the research objective (1.4).

The result of the research has consequently been described in **chapter 2** and **chapter 3** in an attempt to

1. meet the research objective (1.4) so as to address the research problem (1.3), as well as to
2. validate the hypothesis, or the expected outcome of the study, which stated that, since there is a need to more fully incorporate the spiritual dimension in our current understanding and process of motivation, this dimension could be a potential missing link in our current understanding thereof (as per 1.6).

In firstly concluding an operational understanding of motivation and employee motivation by means of a word and concept analysis (2.2), **chapter 2** formed a theoretical background for the description of the main characteristics of the current motivational paradigm, which were to follow in 2.4. The plausible explanation of the current paradigm and its resulting beliefs (as per 2.5) subsequently laid the groundwork for the researcher's attempt to identify a potential missing link in our current understanding of motivation. This chapter therefore concluded in 2.6 with the identification of the spiritual dimension as a potential missing link, to be further disclosed in the following chapter.

In **chapter 3**, the spiritual dimension, identified as a potential missing link in our current understanding of motivation in 2.6, has been defined by means of a word and a concept analysis to gain a better understanding of the essence thereof (3.2). This was followed by an overview of the current motivational paradigm as described in 2.4, in an attempt to establish if this paradigm indeed does incorporate the spiritual dimension or not (3.3). It was subsequently concluded in 3.4 that the current motivational paradigm does not incorporate the spiritual dimension and that it therefore could be a potential missing link in our current understanding and practice of motivation.

### 4.3 FINDINGS

The findings of this study have already been described to a great extent in both **chapter 2** as well as **chapter 3**. Therefore, only the findings that have a direct bearing on the specific objective of this essay (as defined in 1.4) will be presented in this chapter.

These findings, which resulted from the research conducted in **chapter 2** and **chapter 3**, will furthermore be portrayed in an integrated manner.

- It has been found that the current paradigm focuses on the “what” of motivation and not really the “why” thereof. As the current paradigm contends that any unmet need in some aspect of a person’s life is a source of motivation in itself – it does not look beyond the surface desire to the deeper need or real motive of the individual’s needs. It subsequently does not address the authentic “why” of motivation (**2.4.1**; **3.3.1**).
- The paradigm is furthermore firmly grounded in Maslow’s *original* hierarchy of needs (as per **Figure 2.1**), therefore not incorporating the need for self-transcendation as an additional growth need (see Maslow’s revised hierarchy as per **Figure 3.1**). It also builds on Maslow’s assumptions of “one need is more important than another” and “one can not satisfy a need if the foregoing need has not sufficiently been met”, which result in some problems being experienced when attempting to motivate ones employees in practice (**2.4.2**). In addition, it has been found that Covey’s non-hierarchical need model (as per **Figure 3.2**) not only correlates with the need categorises of Maslow’s revised hierarchy (**Figure 3.1**), but may potentially contribute in addressing the problems proposed by the assumptions underlying the hierarchical model (as described in **3.3.2**).
- In addition, it has also been established that the prevailing belief that managers have about the nature of their employees, centres around the assumptions of McGregor’s Theory X (as defined in **2.4.3**), and the belief that employees are predominantly economically driven (**2.4.3.2**). These beliefs characteristic of the current paradigm, have furthermore been shown to result in motivational attempts typified by the so-called carrot-and-stick approach (as per **2.4.3.1**), with money being used as the main reinforcer (**2.4.3.2**).
- It has also been established that managers do not as yet acknowledge that their employees besides being economical, social and psychological beings – are also spiritual beings (**3.3.3**). Moreover, that employees are seeking to have their spiritual needs addressed in the workplace, as they desire to link their personal values, which have been found to be at the core of the spiritual dimension (**3.3.3.1**), with their jobs (**3.3.3.2**). It has furthermore been found that the personal values, (as described in **3.3.3.1**), may indeed be a powerful motivational tool (**3.3.3.2**).



Consequently, it has been established in **3.3.3.3** that the spiritual dimension may indeed have been undervalued as far as our current understanding and practice of motivation is concerned – and could therefore be a missing link that might aid us in addressing the problem of effective employee motivation.

It is furthermore clear from the above that the findings of this study have indeed met the requirements of the objective of this essay as per **1.4**. In addition to having described the characteristics of the current motivational paradigm, a potential missing link in our current understanding of motivation has been identified and disclosed.

#### **4.4 CONCLUSIONS**

The main conclusions that are relevant to the central questions of this essay, will be presented so as to establish if the research problem (as per **1.3**) has been addressed sufficiently.

- It can firstly be concluded that the current motivational paradigm are characterised by a focus on the “what” of motivation (**2.4.1**), is firmly grounded in Maslow’s original hierarchy of needs (**2.4.2**), and result in beliefs that are to a great extent in line with McGregor’s Theory X (**2.4.3**).
- The beliefs that flow from this current paradigm (as described in **2.4**) has been shown to result in motivational attempts that do meet neither the needs of the employees nor that of the organisation over the long-term (**2.5**). It can subsequently be concluded that these beliefs, as well as the paradigm on which it has been based, are either incorrect or contain significant blind spots (as per **2.5**).
- It has furthermore been shown that the spiritual dimension forms an integral part of human nature, but that traditionally run companies have ignored this basic fact for most of the 20<sup>th</sup> century (**3.3.3.4**). In attempting to motivate their employees, they have therefore only acknowledged the economical, social and psychological dimension of their employees (**2.6**). It can therefore be concluded that the spiritual dimension may indeed be a blind spot in our current motivational paradigm (**3.3.3.3**).
- It has furthermore been established that the motivational attempts that will result from the belief that employees are also spiritual beings, will differ fundamentally from the current motivational attempts (**3.3.3.3**). Moreover, the behaviour that will

result from acknowledging the spiritual dimension of employees, will potentially not only meet the needs of the employees themselves, but also the needs of the organisation over the long-term (3.3.3.3). It can therefore be deduced that the spiritual dimension may indeed be a potential missing link in our current understanding of motivation, which might aid us in addressing the problem concerning employee motivation (3.4).

- As a result, it can be concluded that the research problem has been addressed sufficiently in this study, to the extent that the stated hypothesis (as per 1.6), as the expected outcome of this study, has been confirmed.

#### 4.5 AREAS FOR FURTHER RESEARCH

The following recommendations can be made in regard to further research concerning the subject of this research essay:

- To explore the possibility of a potential new paradigm of motivation - based on the fundamental spiritual nature of employees as well as the essential spiritual element contained in work itself.
- To empirically test the potential role of the spiritual dimension in the process of employee motivation, on a practical level.
- To identify a potential link between a manager's level of spiritual intelligence (SQ) and his belief whether employees' spiritual needs are to be addressed in the workplace or not.
- To develop an instrument which can ascertain the level of a manager's spiritual intelligence (SQ), as well as a potential framework for the further development thereof.

**THERE IS NO PATH. DIRECTION IS ALL WE CAN REALLY KNOW. THE PATH  
WILL REVEAL ITSELF AS WE WALK ALONG.**

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