

CHAPTER 9 BASIC NEEDS AND HUMAN BEHAVIOR

LEARNING OBJECTIVES:

- 4.11 **Describe** the needs theories of motivation.
- 4.12 **Examine** the use of extrinsic and intrinsic motivators.
- 4.13 **Discuss** the influence of motivation on self development.

ALLOTTED TEACHING TIME:

1.0 hour

STUDENT PREPARATION:

- A. Student Support Materials:
 - 1. Student Guide for Petty Officer Indoctrination Course, NAVEDTRA 38200-A. (1 per student)
- B. Reference Publications - None
- C. Topic Preparation - None

INSTRUCTOR PREPARATION:

- A. Study Instructor Guide, Appendix A, Petty Officer Indoctrination Course Instructor's Handbook.
- B. Review Front Matter of Instructor Guide.
- C. Review assigned Student Support Materials as outlined in the Instructor Guide.
- D. Reference Publications:
 - 1. Appendix A, Instructor's Handbook
 - 2. Military Requirements for Petty Officer Third Class, NAVEDTRA 12044. Pensacola, FL: Chief of Naval Education and Training, 1991.
- E. Supplemental References:
 - 1. NAVEDTRA 134, Navy Instructor Manual. Pensacola, FL: Chief of Naval Education and Training, 1992.

CHAPTER 9
BASIC NEEDS AND HUMAN BEHAVIOR

F. Training Materials Required:

1. Student Guide for Petty Officer Indoctrination Course, NAVEDTRA 38200-A.
2. Instruction Sheets: None

G. **Note:** If the Instructor Guide was divided into individual lessons for assignment to instructors, obtain a copy of all the materials listed in the Instructor Preparation section and review prior to teaching this lesson.

1. Introduction

The purpose of this chapter is to familiarize you with basic theories on motivation and how they relate to performance. We begin **by describing the Needs theories of motivation**. We will then **examine the use of extrinsic and intrinsic motivators, and discuss the influence of motivation on self-development**.

Establish Contact: Write your name on the board.
Introduce yourself and your co-instructor (if applicable).

Read Lesson Link aloud to the students:

Good evaluations are recognition for jobs well done. Recognition plays a key role in building self-esteem and motivating us to achieve more. We'll discuss recognition and other factors affecting motivation in this lesson.

Direct students to turn to page 9-1 in their Student Guides and continue with discussion.

1. **Read** introduction paragraph aloud to the students.

Note: The main Learning Points of this lesson are;

- **Describe the needs theories of motivation.**
- **Describe the use of extrinsic and intrinsic motivators.**
- **Discuss the influence of motivation on self-development.**

2. Motivation and Human Behavior

Motivation is the force within an individual that accounts for the level, direction, and persistence of effort expended. Human behavior results from people trying to satisfy their needs. Different people have varying needs. Human needs can be easy to identify and simple to understand, such as the need for food and water. On the other hand, they can be more complex, such as the need for respect and acceptance. Understanding what drives certain people will expand your abilities as a leader.

While there are many motivational theories, three have been selected for the purpose of this lesson. Each has its merits, and they all deliver the message that individual needs influence attitudes and behaviors. According to the various

Question: Why do you need to understand why people behave the way they do?

- Better understanding of why they do certain things.
- Reduces conflict.
- Understand self and others

2. Question: How are motivation and behavior related?

- Motivation activates human behavior
- Motivation directs behavior towards goals
- Motivation sustains behavior

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

"needs" theories, an individual's job expectations directly impact on performance and motivation.

The more you understand your own needs, the better chance you have of recognizing the needs of your peers, seniors, and subordinates. Using that knowledge will increase your ability to influence others and enable you to be a more effective leader. As a supervisor you can help your people see how their performance in meeting the needs of the command can satisfy their own needs.

Exercise: Total Time: Approx. 10 min.
Group Size: Entire class

Introduction: This exercise will give the students a Chance to brainstorm a list of expectations they consider important in their jobs.

Preparation:

Set up easel at the front of the room.

Solicit a volunteer to record responses on newsprint.

Directions:

Instruct students to think of qualities they consider important in their jobs. (2 min.)

Record on newsprint.

3. Maslow's Hierarchy of Needs Theory
Abraham Maslow developed a theory

Save the list. Post it. It will be referred to later in the lesson. Sample responses are as follows:

- To work for efficient managers
- To think for themselves
- To be assigned interesting work, be challenged, and see the end result
- To be informed, listened to, and respected
- To be recognized for their efforts
- To have opportunities for increased skill development

Summary: Advise the class that you will refer to the list later in the lesson. Resolve any questions about the list.

3. Note: As this theory is discussed, understand that this is a “stair-step” approach. Once a lower level

DISCUSSION POINT**RELATED INSTRUCTOR ACTIVITY**

based on the idea that all humans share common needs and that these needs can be arranged in a hierarchy, of ladder format, in order of priority. Lower level needs have the highest priority. According to Maslow, lower-level needs must be satisfied before higher-level needs become sources of motivation. For example, a person's need for food, water, and shelter (physiological needs) take priority over social and self-esteem needs. Only when one's basic needs are met, can one focus on higher-level needs. Once a lower-level need is satisfied, the next higher-level need becomes the most important to the person. If a lower-level need suddenly becomes unsatisfied, it can take priority over a higher-level need. For example, suppose a person who is primarily motivated by the need for promotion (accomplishment) suddenly becomes stranded at sea in a lifeboat. The need for food, water, and to keep the lifeboat afloat (survival needs) take priority over the need for social acceptance or recognition.

need is satisfied, the next higher-level need becomes the most important. The person's behavior then changes in response to the higher-level need. If a lower level need suddenly becomes unsatisfied, it can take priority over a higher-level need. Therefore, each level of need determines a person's behavior.

a. Lower Order Needs

The lower order needs, according to Maslow, are physiological, safety, and social.

(1) Physiological

The primary human needs are physiological. These are the things needed to sustain life itself. Some of these needs are oxygen, water, food, sleep, and relief from pain. When survival needs are met, our minds then turn to security.

(2) Safety(Security) Needs

The safety/security needs category includes protection from possible threats, such as violence, disease, or poverty. It includes the security of knowing you have a job and money in the bank, a smooth-running ship, safe working conditions, an insurance program that provides family financial security, and a regular paycheck.

(3) Social(Belonging) Needs

The belonging need is the need to be liked and accepted by your family, immediate friends, and associates, both on and off the job. In the Navy, the demand for teamwork makes the belonging need an important part of everyday life. It is your responsibility as a petty officer to prevent group rejection of new members to your work unit.

Make sure they feel welcome by introducing them to other group members and quickly involving them in group functions. If people's belonging needs are met, they will probably be productive workers.

b. Higher Order Needs

Higher order needs become important once the lower order needs are fulfilled. These include:

(1) Esteem Needs

People need to feel importance

(3) **Question:** Why do people need a sense of belonging?

- To feel part of a group.
- Afraid to go it alone.
- Like the sense of feeling important.

(1) **Question:** Why is self-esteem so important to a petty officer?

from two sources to satisfy their esteem needs. They must feel important from within (self-esteem), and they must perceive that other people believe they are important. As a supervisor, always recognize good performance. Approval and words of appreciation from others are powerful motivators for most people.

(2) Self-Actualization
(Accomplishment) Needs

After satisfying esteem needs, people strive to fulfill the need of accomplishment, or the full realization of their potential, self-fulfillment. This highest order need is similar to the U.S. Army recruiting quote, "Be all you can be." At this stage, one seeks growth in his or her whole being.

c. Relating Maslow's Theory

Some individuals never achieve self-actualization because they cannot fulfill their lower order needs. A person who does not belong, in a

- Confidence
- Pride
- Attitude

c. **Question:** How does an understanding of Maslow's hierarchy affect your leadership ability?

- Understanding your own basic needs and those of others helps the leader in motivating people.

social sense, will probably not seek to fulfill higher order needs. The following example of Maslow's theory is common to most of us.

Think back to the first day of your recruit training. The chief petty officer or petty officer responsible for guiding you through the training may have been the most intensely disliked person in your memory at that time in your career.

Think back to the first day of your recruit training. The Chief Petty Officer or petty officer responsible for guiding you through the training may have been the most intensely disliked person in your memory at that time in our career. You did, however, have most of your basic physical needs met; you had a clean place to sleep, three square meals a day, and clothing to wear. You were kept safe and secure by the dozens of people on duty to look out for you, from the ready medical department to the fire watch in your quarters. The next natural need, then, was social. You came together one day as strangers but you graduated as a

Question: How does this theory fit in with the expectation list we created?

Refer to the posted list.

Solicit student comments and questions to facilitate a class discussion of the list's relationship to the needs theory.

- Job satisfaction
- Job performance
- Productivity
- Also lower order needs - food, safety, etc.

family. You had a sense of belonging and that fearsome CPO or PO actually turned out to be a human being after all. They were probably liked and respected by most of your peers. The higher order needs became the goals after graduation, with advanced schooling or a new assignment to begin your new life and career.

4. Herzberg's Motivation-Hygiene Theory

Fredrick Herzberg began a study on motivation by simply asking two questions of thousands of workers:

- Tell me about a time when you felt exceptionally good about your job.
- Tell me about a time when you felt exceptionally bad about your job.

Analysis of approximately 4,000 responses led to the development of the Two-Factor Theory, also known as the Motivation-Hygiene Theory.

Respondents identified different things as sources of work dissatisfaction, which became known as “dissatisfiers” or

“hygiene factors.” Those things that resulted in satisfaction became known as “satisfiers” or “motivators.”

a. Motivation Factors.

The satisfiers or motivators are generally linked to job content, or what people do. Motivators include:

- Achievement
- Recognition
- Challenging work
- Increased responsibility
- Growth and development

b. Hygiene (Maintenance) Factors

Hygiene factors are the dissatisfiers and are also known as maintenance factors for the most part, the maintenance factors are linked to job tasks. Hygiene factors include:

- Policies and procedures
- Working conditions

a. **Question:** Why would challenging work motivate you?

- Responses will vary.

b. **Question:** If it's 5 days until payday and you have no money for food how motivated do you think you're going to be?

- Not very!

Question: How would working conditions (i.e. clean spaces) factor into motivation?

- Interpersonal relationships
- Quality
- Pay

c. Relating Herzberg's Theory

Herzberg concluded that improved hygiene factors do not necessarily turn a situation around to the point where a dissatisfied worker becomes satisfied. They only decrease the degree of dissatisfaction. In other words, the absence of a negative does not imply a positive.

5. McClelland's Acquired Needs Theory

McClelland contends that people would do well by learning to recognize each need in themselves and in their co-workers in order to create work environments that respond to an individual's specific needs.

Satisfied workers spring from job

- More appealing to come to work.
- More pride in workmanship.

Question: Why do you think pay is listed as a Hygiene/Maintenance factor instead of a motivating factor?

- Pay doesn't necessarily make a satisfying workspace.

enrichment and those things that make the job content more appealing. A fair example of a hygiene factor is salary. Many workers feel underpaid, which is a significant hygiene factor. Substantial pay increases, however, do not necessarily make a satisfied worker. Others enjoy job content--what they do, and are motivated by that to the degree that pay is not a major factor.

a. The levels of Acquired Needs include:

(1) Need for achievement

This is the desire to do something better or more efficiently, solve problems, or master complex tasks.

(1) **Question:** How is putting on your “crow” going to motivate you?

- Responses will vary.

Question: Why do some people always strive to go above and beyond their peers' accomplishments?

- Competition
- Want to succeed
- Internally driven

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

(2) Need for affiliation

This is the desire to establish and maintain friendly and warm relations with others.

(3) Need for power

This is the desire to control others, influence their behavior, and be responsible for them.

b. Relating McClelland's Theory

McClelland contends that every individual has a certain level of need for achievement, affiliation, and power. If individual levels of these needs are not met, the individuals will not be satisfied. The goal is to satisfy these needs. Your goal as a supervisor will be to figure out the needs of your subordinates so that you can motivate

(2) **Question:** What results could come from a lack of affiliation?

- Depression
- Low productivity
- No teamwork

(3) **Question:** Why are some people obsessed with gaining power?

- Competition
- Personal gain
- Recognition

b. **Question:** How does McClelland's needs theory relate to your job list expectations

- Achievement equates to survival and prestige.
- Affiliation equates to belongingness.
- Power equates to prestige and self-fulfillment.

Question: Are there any questions about any of the

and develop them to reach their potential.

6. Extrinsic and Intrinsic Motivation

Extrinsic motivators are external factors originating from the actions of another person or source external to the individual. Awards, special liberties, punishment, and verbal praise are all examples of extrinsic motivators. Intrinsic motivation, or internal motivation, is something that is developed within the individual and motivates them to high performance. Pride in workmanship and sense of achievement are examples of internal motivation.

a. Extrinsic motivators

Extrinsic motivators, things leaders do to encourage people to accomplish what the organization wants them to do, can be positive or negative and generally have short-term impact. The goal of every extrinsic motivation strategy should be to cause people to become self-motivated.

(1) Positive motivators

Rewards and recognition

needs theories?

a. **Question:** What are some forms of positive extrinsic motivators?

- Liberal leave and liberty policies
- Official recognition
- Unofficial recognition

(1) **Note:** What motivates one person may not necessarily motivate another.

constitute the majority of extrinsic motivators.

(a) Rewards, such as early liberty, are important and helpful in the short term, but they do not sustain productivity in the long term unless they are complimented by intrinsic motivational factors.

(b) Recognition, whether formal or informal, official or unofficial, creates a climate where people feel good about themselves and their contributions to their team.

(2) Negative motivators
Fear or punishment can frequently motivate people to get the job done, but organizational effectiveness may be greatly reduced due to the debilitating effects of stress and anxiety over time.

b. Intrinsic Motivators

Example: A day of special liberty, often seen as a positive extrinsic motivator, can be intrinsically demotivating to the workaholic, who gains personal satisfaction from achievements in the work place. Driving that person away from work for the day could be perceived as a punishment.

Example: An E-1 one-day before payday when the person might not have any place to go. No money, no car, no friends.

Example: Additional responsibilities fall on either side of center. For the individual who craves more responsibility and self-satisfaction, the responsibilities are positive. For someone who likes things to stay as they are, any additional responsibilities could be perceived as negative, or as punishment.

Intrinsic motivators occur when you recognize your needs, create or recognize opportunities to satisfy these needs, and actually grow.

- (1) The internal drive created by intrinsic motivators can be a model for others to emulate.
- (2) There is little a petty officer can do about intrinsic motivators other than create an environment for them to flourish. They are part and parcel within the individual as a product of background, experience, and/or environment.
- (3) Intrinsic motivation sets the individual up for success.

7. Understanding Motivational Theories

Understanding motivational theories as related to the new petty officer's personal professional development is essential. Petty officers can and should use their knowledge of motivation theories to positively influence the performance of others.

- (1) **Question:** How can your intrinsic motivation influence others?

- Answers will vary.

7. **Question:** How will understanding what motivates you help you become a better petty officer?

- Puts you in their shoes
- Causes a person to think other than just react to the situation.

One essential fact that you should understand about motivation is that satisfied needs cease to be motivators. It is those unsatisfied needs that continue to act as motivators in people. You should first think about what motivates you. Then you can better understand how to motivate others. As you ascend in rank, your ability to effectively motivate others will depend on how well you have learned about motivation itself.

8. Case Study: Basic Needs and Human Behavior

a. Introduction

The purpose of this case study is to describe motivation and how it relates to our performance. It is important to understand that people are motivated differently. As a petty officer, your leadership and your followership are examples of your motivation. This

- 8. Refer** students to page 9-5 in their Student Guides to the case study, "The Attitude Adjustment"

Case Study: Total Time: Approx. 30 minutes
Group Size: Whole Class

Introduction: The purpose of this case study is to describe motivation and how it relates to our performance. It is important to understand that people are motivated differently. As a petty officer, your leadership and your followership are examples of your motivation. This case study examines the influences of motivation and the importance of understanding what motivates us, and others.

case study examines the influences of motivation and the importance of understanding what motivates us, and others.

b. Directions

Read the case study and write down your responses to the questions that follow. Be prepared to participate in a class discussion on the issues.

c. Scenario

YN3 Aboul-Hansen works in a shop with a diverse group of people. Her work center consists of civilians, senior enlisted and officers. Everyone, regardless of rank, is very thoughtful and courteous. They willingly offer their help and guidance, and they give sincere praise and thanks for her work. As a result, she feels very respected and enjoys the command.

YN3 Aboul-Hansen feels motivated to do an excellent job. She thinks the command's positive climate should

Directions: **Direct** students to read the case study and answer questions individually. (Approx. 10 minutes)

Solicit student responses. Use the questions after each case study as a catalyst to facilitate a class discussion of the case and its relevance to Petty Officers. Ensure the discussion of each question focuses on the learning points of the topic. (Approx. 15 minutes)

motivate everyone. However, she has noticed that the other Yeoman, YN3 Alvarez, is not very satisfied. Alvarez's attitude is terrible. She is often rude and short-tempered. She appears to have a hard time completing relatively simple tasks. YN3 Aboul-Hansen wonders what Alvarez's problem is. She can't figure out why Alvarez is not motivated to do a good job, after all, this is good duty and a great command. She also wonders why Alvarez behaves the way she does. Perhaps it is because of the Sailor of the Year incident. At the time, Alvarez thought for certain that she was going to be selected. YN3 Alvarez had worked very hard prior to being nominated. Many people thought that Alvarez worked harder than the person who was selected as SOY. YN3 Aboul-Hansen, realizing that the incident occurred last year, thought to herself, "YN3 Alvarez should be 'over it' and consider it an honor to have been nominated. Look at me, I have not been nominated for anything and I am still motivated. PO Alvarez should look around and appreciate this great command."

Debrief case study by ensuring questions are answered IAW lesson material. (Approx. 5 minutes)

d. Questions

(1) Why do you think YN3 Aboul-Hansen is motivated?

(2) Is YN3 Aboul-Hasen's motivation intrinsic or extrinsic? Why?

(3) Why do you think that YN3 Alvarez is not motivated and productive?

(4) Why do people need motivators?

9. Summary

As a leader in any organization, understanding the basic theories of motivation and how they relate to performance is a valuable asset. The more you understand your own needs,

Answers will vary. Possible responses include:

(1) She is internally motivated because the command has a very positive work climate. She is satisfied with her job, confident about herself, and proud of her command.

(2) Intrinsic.

(3) YN3 is not internally motivated. This YN3 is seeking awards and recognition from external sources. She is demotivated because she was not selected for SOY.

(4) To encourage them to continue to grow, to move forward, to succeed, to see life and work are purposeful and full of meaningful experiences.

9. Summary

As a leader in any organization, understanding the basic theories of motivation and how they relate to performance is a valuable asset. The more you understand your own needs, the better chance you have of recognizing the needs of your peers, seniors, and subordinates. Knowing how individual needs

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

the better chance you have of recognizing the needs of your peers, seniors, and subordinates. Knowing how individual needs influence attitudes, behaviors, and performance, and using that knowledge, will increase your ability to influence others and enable you to be a more effective leader.

influence attitudes, behaviors, and performance, and using that knowledge, will increase your ability to influence others and enable you to be a more effective leader.

10. Transition

Our motivation can be affected by policies and procedures and how well they are established and enforced. Next we will discuss policies and procedures established to support Naval Standards and how they affect us personally and professionally.