

## CHAPTER 9

### BASIC NEEDS AND HUMAN BEHAVIOR

#### 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.**

#### 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 purposes of this lesson. Each has its merits, and they all deliver the message that individual needs influence attitudes and behaviors. According to the various "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.

**3. Maslow's Hierarchy of Needs Theory.** Abraham Maslow developed a theory based on the idea that all humans share common needs and that these needs can be arranged in a hierarchy, or 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.

**a. Lower Order Needs**

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

**(1) Physiological (Survival) Needs**

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 level needs have been fulfilled. Higher order needs include:

**(1) Esteem Needs**

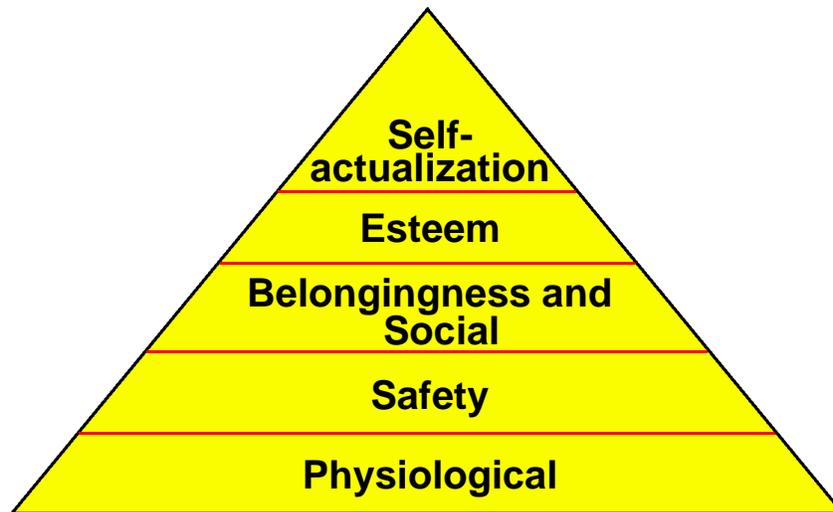
People need to feel importance from two sources to satisfy their esteem needs. They must feel important from within (self-esteem), and they must perceive that other people believe they are important. As a supervisor, always recognize good performance. Approval and words of appreciation from others are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

(2) Self-Actualization (Accomplishment) Needs

After satisfying esteem needs, people next 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

***MASLOW'S HIERARCHY OF NEEDS***



Some individuals never achieve self-actualization because they cannot fulfill their lower order needs. A person who does not belong, in a 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. 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 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. Hygiene or maintenance factors are linked to job tasks and include:

- Policies and procedures
- Working conditions
- 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.

Satisfied workers spring from job 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.

## 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 a work environment that responds to an individual's specific needs.

### 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.

- (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 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 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 complemented 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 fear, stress, and anxiety over time.

**b. Intrinsic Motivators**

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 and professional development is essential. Petty officers can and should use their knowledge of motivational theories to positively influence the performance of others.

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 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 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."

**d. Questions**

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

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

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

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(4) Why do people need motivators?

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**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 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.

As a Navy leader, you must focus on motivating your subordinates to maintain the standards required in naval service. In the next chapter, we will discuss Naval Standards and the personal, performance, and professional standards that complement and support them.