

# Company Orientation and Employee Motivation

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Funded by the USDA Wood Education and Resource Center, Princeton, WV in partnership with the IHLA, WMMA, AHMI, AWFS, AWI, KCMA, WCMA, and the WPMA.

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# Company Orientation

All of us, at one time or another, have had a first day on the job. We remember what it was like to be inundated with new information and processes and being uncertain of how to apply it all. Some of us may have experienced the “sink or swim” scenario and were put to work immediately with little instruction or guidance and expected to learn as we went. With new technologies, process inventions, workplace legislation, legal precedents, and increasing competition, the “old sink or swim” method can wind up being a detriment, both to the employee’s success and the company’s bottom line.

It is vital that new employees have an understanding of your operation, what is expected of them, and that they are capable of completing their job in their new workplace. However, many companies fail to fully realize the importance of this introduction and its effect on employee morale, motivation and future productivity.

Company orientation is your opportunity to lay a solid foundation for a productive, loyal, and healthy relationship with your employees. When workers understand and implement correct and efficient operating procedures, productivity is much higher, workplace accidents are fewer, and the quality of the product will be better. When workers are more knowledgeable, they feel more secure and are more likely to be “on-board” with company goals and objectives. When employees see how they “fit in” to the “overall picture”, you are likely to have a happier, more motivated workforce that sees their employment with you as an investment into *their* future as much as your decision to hire *them* was an investment in the company’s success.

When a new employee’s native language is not English and their ability to communicate in English is limited, it is best to hold orientation in their native language, through an interpreter if necessary, to insure that they understand everything.

## The Orientation Process vs. Program

It is important to think of orientation as a process rather than a program. People, when exposed to new information, have to “digest” it before they can completely understand and absorb it into long-term memory. It is unrealistic to expect a new employee to capture, understand and retain all of a company’s policies and procedures within a few hours or even a half-day of company orientation. Employers should plan to spend at least a day on this effort. Preferably, this time should be spread out into multiple sessions over several days to allow the employee time to internalize the information and formulate questions. Additionally, it is critical to update *all* employees when there are changes in the company’s policies and/or procedures.

When employees are not provided complete information or explanations when there are changes, there is the normal human tendency to “fill in” this “information void” with rumors or historical information. Correcting this misinformation takes a lot more time and effort than does providing complete and correct updates as the company’s administration makes decisions. If management makes changes in policy, procedures, or production methods that affect the employees, it is best that they are told why the decision was made and how it will impact them.

Time spent on a quality orientation will reduce the headaches and problems that will undoubtedly arise if employees are uncertain about their role in the workplace.

## Objectives of Company Orientation

- *To Reduce Startup-Costs* Proper orientation can help the employee get “up-to-speed” much more quickly, thereby reducing the costs associated with learning the job such as mistakes and downtime caused by uncertainty, confusion and a lack of information.
- *To Reduce Anxiety* An employee, when put into a strange, new situation, will experience anxiety that can impede their ability to learn the job. Proper orientation helps to reduce anxiety that results from entering into an unknown situation and helps provide guidelines for behavior and conduct, so the employee doesn't have to experience the stress of guessing. Additionally, supervisors spend far less time correcting undesired activities and actions.
- *To Reduce Employee Turnover* Employee turnover increases as employees feel they are not valued or are put into positions where they can't possibly do their jobs because they don't know what is expected of them. Orientation shows that the organization values the employee by giving them the tools and information that will help them to succeed on the job.
- *To Save Time* Simply put, the better the initial orientation, the less production time supervisors and co-workers will have to spend “showing”, “telling”, and answering questions.
- *To Develop Realistic Job Expectations, Positive Attitudes and Job Satisfaction*

It is important that employees learn early what is expected of them, what to expect from others, as well as learning about the values and philosophies of the organization. While people can and do learn from experience, many unnecessary, costly, and often dangerous mistakes can be avoided with a thorough orientation.

## Two Phases of Orientation

It is recommended that a complete orientation be done in two sections or phases, an *overview phase* and the *job-specific phase*.

### 1. Overview Phase

The overview phase deals with the basic information an employee will need to understand the broader organization of the company. The human resources department or administrative staff often conducts this phase since much of the content is general.

It is also recommended that the site manager be introduced to the new hires at this time to establish good relations between the hourly employees and top management right from the start. You may wish to have that “top manager” conduct part of the orientation such as telling about company history and philosophy or give the new hires an introductory tour of the facility. If your company is a large, multi-site organization, a pre-recorded greeting or welcome by the company's president/CEO is a good way to start.

During the overview phase the following general areas should be covered:

- General company information; history, philosophy, market niche, departments and branches.
- Important policies and general (non-workstation specific) procedures.
- Information about compensation and benefits.
- Safety and accident prevention issues.
- Employee rights and responsibilities.
- Overall discussion and tour of physical facilities.

During this phase, it is a good idea to have employees follow along in the employee handbook so they know where important policies and procedures are found and can refer to them again. The overview phase does not have to be a recital of every section of the employee handbook. Instead, the most important issues should be addressed and summarized.

Your company's employee handbook should have

included an “Acknowledgement of Receipt and Understanding” that should be removed, signed, and returned to management by the new employee upon completion of the orientation processes. This acknowledgment is usually general in nature and therefore your company attorney may recommend that you have individual signed statements of understanding for the most critical policies and procedures such as handling of hazardous materials, sexual harassment, disclosure of trade secrets, etc. All signed Acknowledgement of Receipt and Understanding statements should be stored in the employee’s personnel file.

## 2. Job-Specific Phase

The immediate supervisor and/or manager best conducts the job-specific phase of the orientation process because much of the content will be specific to the individual and their workstation and surrounding area. At this time, the new employee is made aware of the production cycle, quality control, and how his/her role fits into the completion of the final product or goal. It should be specifically demonstrated how the employee’s actions directly affect subsequent steps in the manufacturing process.

During the job-specific phase of the orientation process, the following areas should be covered:

- Function of the organization and how the employee fits in
- Specific job responsibilities, expectations and duties
- Layout of the work area
- Job specific policies, procedures, rules and regulations (including all safety measures)
- Introduction to co-workers and key people in organization

This phase can be considered to encompass the first few days on the job in which the employee is not yet expected to be 100% proficient and works closely with supervisors and/or co-workers who supply additional information, tips and instruction as the employee is brought “up-to-speed.”

## Orientation Checklist

The following list of criteria should serve you well as a measuring tool for determining the effectiveness of your orientation process. Upon completion of the process, your new employees should be able to answer “yes” to all of the following questions:

- I have a clear understanding of the company’s core business (what it does, services rendered, products produced, needs filled, etc.) and its mission and/or vision.
- I understand the duties and responsibilities of my job and the standards by which my performance will be judged.
- I know the location of relevant company facilities and equipment that are needed in my day-to-day work.
- I have all the basic resources (information, procedures, equipment, etc.) I need to perform my job effectively and safely.
- I have met with the person I report to and have either met or spoken to co-workers that I work with as part of my job.
- I am aware of all security procedures related to my job and the company in general (access to and use of company property, privileged or proprietary information, etc.).
- I am aware of all safety requirements, equipment and procedures necessary to perform my job safely.
- I am familiar with all basic company policies (including conduct, holidays, absenteeism, and vacation time).
- I understand my wage structure and am aware of any bonus or incentive arrangements that could affect how much money I earn.
- I understand my benefits package (health insurance and other related benefits) and am aware of the basic procedures for using those benefits.
- I am aware of all company support services: I know who to go to if I need help (job information, instructions, medical attention/accident reporting, counseling, substance abuse, personal issues, etc.).

## Suggestions for an Effective Orientation

1. *Begin orientation with the most important information first.* More detailed information should be provided in a timely manner, yet at a pace that the new employee can fully understand and absorb it.
2. *Emphasize people not just policies and procedures.* Employees should have a chance to get to know the people around them (supervisors and co-workers). They should have a clear idea of what role other people play in the company and the overall chain of command.
3. *Buddy a new employee with an experienced co-worker.* This provides on-going support during the first few days or weeks of employment. Make sure the experienced employee a) wants to buddy-up, b) is highly competent technically and follows proper safety procedures, and c) has sufficient interpersonal and communication skills needed to be an efficient tutor.
4. *Utilize multiple sessions or meetings during the orientation process.* Ideally these sessions should be spread out over a 2 to 5 day period. This way, the new employee will retain much more of the information presented, experience less anxiety, and more efficiently adapt to their new work environment and responsibilities.

An effective orientation process can make a tremendous difference in whether or not a new employee becomes a significant asset or a costly liability. The time and effort invested in the beginning can insure a happier, safer and more productive workforce.

## Resources

*Messmer, Max (1999). Human Resources Kit for Dummies: Chapter 11 Starting off on the Right Foot.* IDG Books Worldwide.

(<http://www.dummies.com/WileyCDA/DummiesTitle/productCd-0764551310.html>)

*Lawson, Karen (2002). New Employee Orientation Training.* American Society for Training & Development.

(<http://www.amazon.com/exec/obidos/tg/detail/-/1562863185/002-3651839-2715202?v=glance#product-details>)

*Caldwell, C. M, Crisp, MG (1988). New Employee Orientation: A Practical Guide of Supervisors.* Crisp Publications.

([http://www.amazon.com/exec/obidos/tg/detail/-/0931961467/ref=pd\\_sim\\_books\\_3/002-3651839-2715202?v=glance&s=books](http://www.amazon.com/exec/obidos/tg/detail/-/0931961467/ref=pd_sim_books_3/002-3651839-2715202?v=glance&s=books))

*Orientation Vs. Integration, Part 1: Orienting the New Employee.*

(<http://humanresources.about.com/library/weekly/uc022601a.htm>)

*Orientation Vs. Integration, Part 2: Productive on the First Day.*

(<http://humanresources.about.com/library/weekly/uc022601b.htm>)

*Guide to Managing Human Resources, Chapter 5: New Employee Orientation.*

(<http://hrweb.berkeley.edu/guide/orient.htm>)

## Related Reading

*The Timeshare Beat: With regard to Orientation*

(<http://www.thetimesharebeat.com/global/sikes21.htm>)

The Business Review: Effective orientation program is the first step to worker retention

(<http://www.bizjournals.com/albany/stories/2000/09/25/smallb2.html>)

*About.com - Human Resources: Top Ten Ways to Turn Off a New Employee*

(<http://humanresources.about.com/library/weekly/aa022601a.htm>)The Mystery of Motivation:

# Employee Motivation: Getting the most out of your Workforce

In the workplace, *motivation* is an often talked about concept used to describe efforts to increase employees work performance and productivity. We often hear statements from frustrated supervisors such as, “He’s just not motivated,” or “I have got to figure out how to get these guys motivated.” The crusade to motivate employees to better or even acceptable performance is one that is often fought with mixed and sometimes disappointing results. The source of this disappointment is based largely on a huge misconception that managers and supervisors have; that is, they believe that they can motivate their employees. The truth is that it is impossible to motivate another human being. Human beings are motivated by *their own* needs not someone else’s. Understanding this fact is the first step to getting your employee’s performance to improve. It is also important to understand how different groups have different needs. Hispanic employees will not necessarily react to the same motivational efforts as non-Hispanics. When dealing with two cultures in the workplace it is important to understand what cultural and situational factors affect productive behaviors and why.

## Understanding Motivation

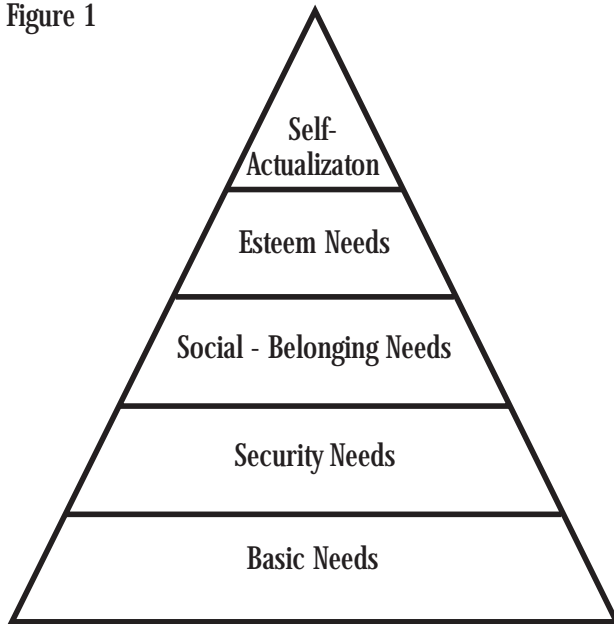
Known as “the father” of Humanistic Psychology, Abraham Maslow stated that human beings are “perpetually wanting animals” that are driven by needs which drive us to into action.<sup>1</sup> Maslow asserted that most all human behaviors can be explained in terms of the individual needs we experience. These needs guide our actions and determine what is important to us; therefore *they* are the true source of human motivation.<sup>2</sup>

Maslow stated that people experience tension or discomfort when a need is operating. Our motivation is to relive this discomfort. For this reason we engage in certain behaviors with the goal of accomplishing this. For example, when we are hungry we feel a discomfort that will not be satisfied until we eat. Therefore we are likely to engage in behaviors such as driving to a restaurant, ordering food and ultimately eating until we are satisfied and the discomfort is no longer present. This need will goad one’s behavior until it is satisfied. Once satisfied, this need is no longer a motivator (i.e. when you are full you are no longer motivated to eat). Therefore only *unsatisfied* needs are true sources of motivation.

## Maslow’s Hierarchy of Needs

In order to truly understand employee motivation, we must first understand human needs. Maslow organized human needs into a hierarchy based on five need categories. He arranged them starting with the needs that produce the most primitive and immature behaviors and ending with needs that produce more mature behaviors. These need categories are in ascending order as follows: *Basic needs, Security needs, Belonging needs, Esteem needs, and Self-Actualization needs*. Maslow suggested that humans tend to progress through the need categories much like climbing a ladder. Once you have somewhat satisfied a lower-level need you become aware of the next upper-level need and seek to satisfy it as the lower-level need is no longer a significant source of motivation. Logically you can only get to the next step in a ladder by having successfully negotiated the previous step (See figure 1).

Figure 1



### Basic Needs

On the first level of the Hierarchy are the needs which reflect physiological and survival concerns such as having enough food, shelter and clothing. These Basic needs, adapted to the workplace, manifest themselves in things such as:

- a concern for good working conditions where employees are not subject to excessive physical strain
- amenable work schedule allowing opportunities for leisure time, vacation, and time off
- a concern for adequate salary to the extent to which a job allows for the purchase of basic necessities, creature comforts and personal property.

These are our basic needs that, according to Maslow, must be satisfied before one is concerned with or possibly even aware of the next level of needs. For example, having food on the table and a roof overhead takes precedence over whether or not an employee has a 401k plan or not. Once an employee is making a satisfactory salary that will provide these things, salary becomes less important and security needs such as having a savings plan rise to the forefront.

### Security Needs

The second level in the Hierarchy is concerned with a need for safety, orderliness, predictability and risk avoidance. On the job these needs manifest themselves in things such as a desire for:

- fringe benefits such as health insurance, 401k & pension plans, and worker compensation.
- performance standards and safe working conditions
- adherence to set procedures and predictability

According to Maslow, these needs must be at least minimally satisfied before an employee is concerned with Social and belonging needs at work. For example an employee is not likely to put much emphasis on making friends at work if he/she fears for her personal safety.

### Social & Belongingness Needs

After basic and security needs are satisfied, we start to feel a need to affiliate ourselves with others. In the work place, Social needs present themselves as:

- a desire to interact and be accepted by co-workers and supervisors
- a desire to pursue meaningful and harmonious relationships
- a desire to be an appreciated part of a Team and have a sense of organizational belonging

According to Maslow employees pursue these things naturally *after* they are at least somewhat satisfied with things such as salary, benefits and safe working conditions particularly because these considerations are most often known to the employee prior to accepting the job. By the same token, employees generally tend to seek acceptance in an organization *before* they make efforts to achieve status, a yet higher need on the hierarchy.



## Esteem Needs

Once an employee feels accepted at work and is satisfied with his pay and benefits, he is likely to feel the need to distinguish himself and be recognized. These are Esteem needs. At this level in the Hierarchy, employees become motivated by:

- a desire to be recognized or praised for doing good work
- opportunities to display their competence and skill
- opportunities to achieve status and feel important in an organization such as being promoted or included in planning and decision making.

Hersey (2001) states that “satisfaction of Esteem needs produces feelings of self-confidence, prestige, power and control. People begin to feel that they are useful and have some effect on their environment.”<sup>3</sup> At this level, employees begin to find satisfaction in the work itself and the more ambitious employees begin to stand out from the rest. Though not all employees seek out more responsibility and status, generally everyone likes to be praised and appreciated for doing a good job.

## Self-Actualization Needs

According to Maslow, once our need to stand out and prove ourselves to others has been somewhat satisfied, an even higher need emerges: the need to “prove ourselves to ourselves.”<sup>1</sup> Like Esteem needs, Self-Actualization needs are fulfilled through the intrinsic value of the work itself but are centered around a need to test our capabilities and discover our true potential. Those experiencing Self-Actualization needs are motivated by:

- work that is meaningful and rewarding and personally challenging
- opportunities to be creative and innovative
- being in a challenging environment where they have a certain degree of autonomy

Hersey (2001) stated that “Self-Actualization is the need to maximize one’s potential, whatever it may be. A musician must play music, a poet must write, a general must win battles, a professor must teach”.<sup>3</sup> Employees concerned with Self-Actualization perceive their occupation as a meaningful career in which they are fulfilling a higher purpose rather than just to pay the bills. Managers and executives in particular are often found to experience these needs but employees at all levels can find meaningful satisfaction in their work provided management sets the proper groundwork (see *What Managers Can do*).

## Motivation-Hygiene Theory

Building on Maslow’s research, Fredrick Herzberg discovered that Motivation as it pertains to improved job performance was related directly to the upper-two levels of Maslow’s hierarchy, Esteem and Self-Actualization needs.<sup>4</sup> He stated that in the workplace, these needs are satisfied by the nature of the work itself and the drive to satisfy these needs results in more mature and productive behaviors. He called these upper-level needs *Motivators*. He went further to say that true job satisfaction is only possible when pursuing these needs.

At the same time Herzberg found that the fulfillment of Basic, Security, and Social needs only served to prevent employees from becoming *dissatisfied*. Things such as salary, fringe benefits, and working conditions allow the individual to function on the job and only serve as a source of distraction when they are absent. Interestingly, when these factors are present employees are not satisfied nor are they “motivated” to do an excellent job, they are simply not dissatisfied. Herzberg called these lower-level needs *Hygiene Factors* (see Table 1).

Table 1

| Motivators<br>(Esteem & Self Actualization needs)<br>Related to the work itself | Hygiene Factors<br>(Basic, Security, & Social needs)<br>Peripheral to the work itself |
|---|---|
| • Achievement   | • Policies and administration   |
| • Recognition for accomplishment  | • Supervision   |
| • Challenging Work  | • Working conditions  |
| • Increased Responsibility  | • Interpersonal relations   |
| • Growth and Development  | • Money, security, benefits   |
| HIGHER LEVEL NEEDS  | LOWER LEVEL NEEDS   |

Hall (2000) has this to say about Hygiene Factors:

*Unsatisfied Maintenance/Hygiene needs virtually assure that people will not become motivated to perform well, because their attention will be diverted from the job toward peripheral issues. In effect, unsatisfied lower level needs preempt the importance of the work. As people experience job dissatisfaction they begin to lose sight of the rewards inherent in the work and begin to employ less mature behaviors.<sup>1</sup>*

Organizations must provide adequate Hygiene Factors in order for employees to ever get to the point where they will respond to Motivators. However many companies make the mistake of focusing all of their motivational efforts exclusively on lower-level needs even after those needs have been met. Employees who are now driven by higher-level needs such as recognition and achievement become frustrated when all their supervisors talk about is how good their pay and benefits are.

Herzberg called employees who are particularly geared toward higher-level needs *Motivation Seekers*. These people often come into an organization having consistently had their lower-level needs met and expect challenges and opportunity from their work. Sometimes they even have a high tolerance for poorer hygiene factors if the Motivators are present. If the Motivators are not present or they are blocked by organizational practices they are likely to become

frustrated and either leave the organization or regress into becoming “chronically preoccupied” with lower level concerns. These frustrated employees are sometimes referred to as being “retired on the job” or “chronic complainers.”

Herzberg called employees who are particularly preoccupied with Hygiene factors *Maintenance Seekers*. These are people who may have been denied satisfaction of lower-level needs in the past and have spent most of their life struggling to meet those needs. Maintenance Seekers are sometimes people simply happy to have a good paying job and safe amenable working conditions and do not have a strong drive to stand out or seek higher responsibility. Hispanic immigrants often fall into this category as many are from poorer underdeveloped countries where basic and safety needs have not been met on a consistent basis. Also a strong culturally intrinsic need for collectivism often makes them reluctant to want to stand-out and be recognized (see *Hispanics and Motivation*).

## What Managers Can Do to Affect Employee Productivity

We now know that managers cannot technically motivate their employees. So what can managers do? When a particular need is active, an employee is

driven to engage in certain behaviors that will bring him/her closer to a goal objective. What managers must do is to make sure that these goal objectives are available to the employee. This entails efforts to provide goal objects and sometimes it simply means not unconsciously blocking access to already existing objects. Hall (2000) states

*...too often organizations and their representatives erect barriers to the natural progression suggested by Maslow. Such barriers either force people to regress to lower levels of motivation than they actually desire or arrest their development to such an extent that they learn to function at low level which they perceive as appropriate if they are to remain in the organization. The influence of the organization, and especially its managers, may be as great or greater than that of an individual's personal make-up as a mediator of need satisfactions.<sup>1</sup>*

Sometimes managers “get in the way” of employees who are otherwise motivated to productive behaviors. Let us consider the following situation:

An employee who has all of his Hygiene factors met, has always done a good job and is very dependable, is bored with the same old routine and would really like to do something more meaningful. He is now looking for ways to get real satisfaction out of his job. He has a lot of ideas for a better, more efficient way to do things and would like a chance to show his stuff.” But when he tries to talk to his supervisor about it he always tells him, “You don’t worry about that. Just keep up the good work and you will always have a job with us.” The employee starts to get frustrated and his enthusiasm drops. His work that was once excellent is now only adequate. The supervisor takes notice and tells him to stop “slacking off” and to do the job he is being paid to do. The employee half-heartedly picks up the pace for a day or so but then returns to his marginal performance. In his frustration he starts to make comments like, “They don’t pay me enough to do this dead end job.” The employee’s attitude

worsens and his performance never rises to the level it once was. The supervisor contemplates terminating him.

In this situation the employee was motivated by his Esteem and/or Self-Actualization needs. He wanted a chance to be recognized for his creative ideas and perhaps be given a chance to implement some of them. Rather than consider the Employee’s ideas, the supervisor emphasized job security which was a need already filled and not currently a source of motivation for him. This is an example of “management malpractice”. Even though the supervisor was well-intentioned, telling him he was doing a good job and to “keep up the good work”, he did not provide the proper goal objective for that particular employee. A better course of action may have been to recognize the employee for his ideas and perhaps have given him a chance to use his creativity by assigning him to a special project or duty. Or even a simple change of verbiage to, “Those are some good ideas. Keep up the good work and you will go far in this company.” Simple emphasis of what’s important to the employee can mean the difference between mature productive behaviors and immature distracting behaviors.

The key is knowing what is important to your employees. There are many ways to do this including attitude surveys and feedback instruments which employees take part in. Another way is to simply ask. Sometimes a worker will not always come out and tell you what they need. Often they themselves don’t clearly understand what they need in terms of job satisfaction. You as a leader should develop a good working rapport with your employees so that you will be able to pick up on important clues that let you know what they *do* need. By being an astute observer of their behaviors you can often pick up on the kinds of things that motivates each individual.

It is also important to realize that people’s needs change. As Maslow indicated, people tend to progress up the Hierarchy toward more advanced needs, but people also regress as in our example above. For instance, an team-oriented employee who’s spouse just lost his/her job may all of a sudden be

preoccupied with making more money (Basic needs). His desire to be a “team player” (Social) or be recognized (Esteem) is not likely to be the most important thing to him at the time. This is when a leader must adapt his efforts to keep the employee satisfied and productive. In this situation, giving the employee opportunities to make more money such as offering overtime or emphasizing bonuses, will likely give the employee a perceived avenue to satisfy this need. This emphasis may need to continue until the employee’s spouse finds a job and higher needs once again become important.

Realizing that motivation comes from within, leaders using the word to motivate in terms of influencing behaviors, must adjust its definition.

**To motivate** (leader’s definition): *To provide employees the proper goal objects to facilitate the satisfaction of their innate needs.*

A leader is, therefore essentially a *manager of motives* rather than a motivator. The following table illustrates leader behaviors that may provide the proper goal objects for employees at different need stages (see Table 2).

Table 2

| Employee Experiences:<br>Active Need | Possible Manager Responses:<br>Goal Objects | Desired Results<br>Likely Outcome |
|--------------------------------------|---|-----------------------------------|
|--------------------------------------|---|-----------------------------------|

### Hygiene Factors

|  |  |   |
|--|--|---|
| <p><b>BASIC NEEDS:</b></p> <ul style="list-style-type: none"> <li>• Concerned about Salary, work schedule, available vacation time, limiting physical stress.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Emphasize money - Let employee know he/she can make more money by working harder/smarter. Provide opportunities for overtime &amp; emphasize possibilities for raises etc.</li> <li>• Work with employee on work schedule to accommodate personal needs such as doctors appointments &amp; family matters</li> <li>• Emphasize breaks - Let employee know that he/she will have adequate pause to rest, eat, and use rest room facilities</li> <li>• Train/educate employee on proper execution of job responsibilities</li> </ul>  | <p>Employee basic needs satisfied</p> <p>Employee becomes aware of higher needs</p> <p><b>EMPLOYEE NOT DISSATISFIED WITH JOB</b></p>    |
| <p><b>SECURITY (SAFETY):</b></p> <ul style="list-style-type: none"> <li>• Concerned about personal safety, job security, benefits &amp; savings plans, good &amp; predictable working conditions.</li> </ul> | <ul style="list-style-type: none"> <li>• Emphasize job security - let employee know that if he/she continues to do well he will have a long-lasting position with the company. If employee is a “Temporary”, emphasize their goal of becoming a permanent full-time employee</li> <li>• Explain how employee benefit plans work - how to file an insurance claim, access 401k benefits and payroll deductions.</li> <li>• Instruct employee on all safety procedures - all exits, use of personal safety equipment and etc.</li> <li>• Fully explain to employee normal operating procedures and what he/she can expect from a normal days work</li> <li>• Emphasize the history and success of the company as well as the current business prospects and financial health of the company</li> </ul> | <p>Employee Security needs satisfied</p> <p>Employee becomes aware of higher needs</p> <p><b>EMPLOYEE NOT DISSATISFIED WITH JOB</b></p> |

Table 2 cont.

|   |  |   |
|---|--|---|
| <p><b>SOCIAL (BELONGING)</b></p> <ul style="list-style-type: none"> <li>Concerns about being accepted by coworkers and supervisors, feeling part of a team. Desire to make friends with like-minded co-workers</li> </ul> | <ul style="list-style-type: none"> <li>Warmly greet employees daily. Emphasize the fact that you are glad they are here</li> <li>Introduce employee to key coworkers and management so that they feel more comfortable</li> <li>Show personal concern for them as person. Ask about their family, hobbies and interests</li> <li>Encourage teamwork and support for one another.</li> <li>Resolve differences and personality conflicts between co-workers</li> <li>Encourage participation in company events, picnics, softball team, and etc.</li> <li>Do not become a barrier to employees forming informal work groups unless it negatively affects their work.</li> <li>Giving unexpected food rewards such as box of doughnuts to the entire team/workgroup to show appreciation. Particularly effective with Hispanic workers.</li> </ul> | <p>Employee feels accepted comfortable member of team</p> <p>Employee becomes aware of higher needs</p> <p><b>EMPLOYEE NOT DISSATISFIED WITH JOB</b></p> <p>Some employees may start to feel a sense of satisfaction in coming to work at this level as Social needs are on the border between Hygiene factors &amp; Motivators</p> |
|---|--|---|

### Motivators

|  |   |  |
|--|---|--|
| <p><b>ESTEEM (EGO-STATUS)</b></p> <ul style="list-style-type: none"> <li>Need to be recognized, to display competence and skill, to prove one-self to others &amp; achieve status in the organization</li> </ul> | <ul style="list-style-type: none"> <li>Praising employee publicly for a job well done. Verbal praise in front of co-workers and other company officials.</li> <li>Certificates of recognition for attendance, employee of the month, most outstanding supervisor, etc.. Pins and badges are also effective</li> <li>Emphasize promotion opportunities based on outstanding job performance.</li> <li>Assign special projects where employee has more responsibility and has opportunity to show his/her ability &amp; expertise</li> <li>Asking for employee's opinion - include them in decision making</li> <li>Share customer feedback freely and openly as employees start to develop a sense of ownership</li> </ul> | <p>Employee engages in mature &amp; productive behaviors</p> <p>Employee confidence and self-esteem rises.</p> <p>Employee feels valuable to the organization</p> <p><b>EMPLOYEE BEGINS TO FIND SATISFACTION IN THE JOB ITSELF</b></p> |
| <p><b>SELF-ACTUALIZATION</b></p> <ul style="list-style-type: none"> <li>The need to prove-one's personal potential (to one's self) To be creative, and to be challenged.</li> </ul>                              | <ul style="list-style-type: none"> <li>Giving an employee the freedom and independence to be express him/herself.</li> <li>Delegating important tasks or projects - "letting them take the ball and run with it"</li> <li>Get employee actively involved in solving problems using their experience and creativity</li> </ul>   | <p><b>EMPLOYEE BEGINS TO FIND DEEP SATISFACTION AND MEANING IN THE JOB ITSELF</b></p>  |

## Money and Motivation

Money is one of the most misunderstood concepts when it comes to motivation. Historically both employees and managers have been under the impression people are only motivated by money; and, that people will only work productively if they perceive money as the reward. The problem is that money has no intrinsic value itself. Money is used to buy the things we need and want - our Basic needs and creature comforts. It may be used as a tool to support our altruistic inclinations or to gain a perceived status, but the acquisition of wealth itself is not truly what motivates people; rather it is our own innate needs that propel us forward.

Incentive programs that pay cash bonuses can be very effective goal objects for people motivated to satisfy a number of perceived needs. However, William Whyte discovered that money may not be as powerful an incentive as it is perceived. Hersey (2001) commenting on Whyte's research states:

*...Whyte estimated that only about 10 percent of the production workers in the United States ignore group pressure and produce as much as possible in response to an incentive plan. It seems, even though workers are interested in advancing their own financial position, there are many other considerations - such as the opinions of their fellow workers, their comfort and enjoyment of the job, and their long-range security - that prevent them from making a direct, automatic, positive response to an incentive plan.<sup>3</sup>*

Supervisors should not restrict their motivational activities by relying solely on salary, incentives and bonus programs. They must make the effort to address the motives of every employee individually.

## Hispanics and Motivation

The theories around motivation are not without variation with cultural norms. As mentioned earlier Hispanic employees, particularly first-generation

immigrants, usually have a higher predilection toward Hygiene factors. Many Hispanic immigrants come from countries where they have struggled to survive. Basic needs such as food, and shelter may not always have been available. Escarcega (2003) has this to say about the needs of Hispanic workers:

*In general the [needs of the]blue collar Latino worker can be found at the physiological and Safety/Security levels. The immigrant worker who comes directly from Mexico with no money, no food and very little clothing or belongings find themselves at this first level. Desperate for food or shelter or clothing they are open to working in almost any situation for whatever pay they may receive. These workers will not hesitate to take shot cuts in the workplace in order to produce more products, which in turn will produce more money for them to take home to their family for food, shelter and security. This is why we say that the Latino worker can be found at this first level on the Hierarchy of Need. Very little time is left for socializing, improvement of oneself and for self-actualization.<sup>5</sup>*

In general, Hispanics may not react to motivational efforts the same way as non-Hispanic Americans. A strong preoccupation with Basic needs may prevent them from being very interested in such things as health insurance, safety procedures, making friends with other employees, recognition and achievement. This does not mean that they will not respond to higher motivational efforts. It simply means that supervisors must see to it that their Basic needs are met first. And with Hispanic immigrants, it may require a different approach.

At this level, Hispanics will always respond to opportunities to make more money. They will often be the first to ask for overtime and extra odd jobs that you may have them do. They typically are not afraid to work long hours as long as they perceive their efforts to be worth it. Motivational efforts by supervisors should be to provide them with these opportunities whenever possible. Offering them some paid side

work outside of the company such as helping you with yard work and other chores at home, is usually well-received. Other things supervisors and employers can do to help Hispanic employees with their basic needs are things such as:

- helping them to find adequate housing and transportation
- helping them to fill out needed forms and applications for loans and leases etc.
- helping them to locate places such utilities and social assistance programs
- passing along to them things such as clothes, home furnishings you don't need/ use anymore

Leaders should make extra effort at this level in order to keep their Hispanic employees from leaving to seek other employment. Hispanics seem to have a greater tendency to move on to the next opportunity for ometimes only an extra 25 cents per hour. By doing the simple things mentioned above, they will start to see you and the company as a good provider of their needs and will develop a since of loyalty to you. This is the first step toward *motivating* your Hispanic workers.

It's important that your motivational efforts do not stop at this point. Once Hispanic employees have been in this country for a while and have been working for you for a significant period of time, they start to see the importance of Security concerns. When they first "signed on" with you may have wondered why they didn't seem interested in the insurance and other benefits plans. Anything that takes money away from their paychecks is a often a "hard sell". Once they feel they are making enough money they will start to be aware of things such as how much doctors visits cost without insurance and how their back hurts if they don't use their back brace at work. In other words they start to become motivated by their safety and security needs. The difficult part for employers is that Hispanic employees are reluctant to mention these concerns for fear of loosing favor with you (see *Working With Hispanics: Harmony, Role of Boss*

*and Subordinate*). You as a good supervisor must anticipate this need and provide the proper goal objectives in a timely manner:

- Instruct Hispanics on proper use of Safety equipment and procedures. Remember to focus on "why" they are important.
- Explain to them how to use their company benefits and why they are important.

Perceived fulfillment of this need is often found in the Hispanic's tendency toward fatalism. Growing up in underdeveloped countries where they have experienced conflicts, natural disasters and poverty, Hispanic immigrants often believe that what happens to them is out of their control. (see *Working with Hispanics: The Future*). Supervisors should not try to compete with this belief system, rather they should emphasis the differences as they are in the U.S. both culturally and socio-economically.

Perhaps a more important need among Hispanic employees, once their Basic and Security needs have been adequately satisfied, are their Social/Belongingness needs. Hispanics have a tendency toward *collectivism* and *familialism*. They like to work around people they trust and seek to maintain harmony in their working relationships. Supervisors can help Hispanics meet these needs by:

- allowing friends and family members to work together
- holding company picnics and events that emphasize family and company unity
- being friendly and fostering positive rapport. Speaking to each individual and ask them about their families
- sharing food - doughnuts and other special treats are very welcome

At this level anything a supervisor can do to make Hispanics feel they are part of a large family group that cares about them and accepts them. Hispanics typically respond well to emphasis on "team spirit"

and unity. These efforts will go far in satisfying Social needs.

As mentioned earlier, Hispanic immigrant employees are more likely to be *Maintenance Seekers* than are fully acculturated Hispanics and non-Hispanics. Though this propensity toward the satisfaction of lower level needs is more prominent in this group, Hispanic immigrants do respond to and are motivated by emphasis on Esteem needs as well. With strong culturally-intrinsic tendencies toward collectivism and smooth social relations, supervisors may need to approach the satisfaction of Esteem needs a bit differently. For example, supervisors may find better results from their motivational efforts if they reward group effort rather than recognize Hispanics individually. In Hispanic cultures, for a person to stand out from the group can be seen as presumptuous. In fact Hispanics may react nervously to being singled out as they are concerned about what their co-workers might think. Latin America is a very class-oriented society. A supervisor is typically seen as a member of a higher class and is treated as such. For this reason, peers may question, an individual who goes from being a co-worker to a position of responsibility/authority *“Who does he think he is?, He thinks he’s better than us all of a sudden!”* Showing appreciation for the group and praising them is an excellent way to reinforce good work and does appeal to their Esteem needs. Hispanics take a lot of pride in their work. Patting them on the back and showing your approval of them does boost their self-esteem, just be sensitive about embarrassing them in front of their peers.

Leaders within the Hispanic social group do emerge, however and will naturally stand out. These are people that have earned the trust and respect of their co-workers. Often they are one of your few bilingual employees and have been very helpful to both you and their co-workers. They may happen to have more education than the rest and perhaps some prior leadership experience. For these individuals, Esteem needs are likely to be more pronounced, and they will typically respond well to being given more

responsibility and don’t mind standing out or being recognized as much as the others. However, for this individual, having been “one of the guys”, can be a deterrent rather than an asset. They may need to be of exceptional character to be successful as a leader among former friends. In U.S. society, going from “rags to riches” and “rising through the ranks” is encouraged and applauded. In Latin America, status has traditionally been an aspect of heredity with those in higher classes looking down on the rest.

As with non-Hispanic Americans, Hispanics who have made the transition to, or have already been in, a position of responsibility/authority may start to experience self-actualization needs once all lower-level needs are somewhat satisfied. Delegating important tasks and decisions and offering problem-solving challenges can be very satisfying for a Self-Actualization & Esteem motivated Hispanic. However, sometimes employers find it difficult to get an Hispanic to take initiative if he/she has been one who has been a worker most of his life for they have always had someone in a position of authority make the decisions for them.

All human beings have the same types of needs. Just remember that people experience these needs at different times and to different degrees. Further, other cultures provide differing contexts for the satisfaction of these needs. As a supervisor it is vital to be prepared to deal with these truths in order to create and maintain a satisfied and productive workforce.

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