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Consequences of Using Fear as a Motivator and Its Effects on the Employer / Employee Relationship

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Nicole M. Griggs

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Abstract

The following work is an in-depth analysis of the consequences of using fear as a motivator, specifically, in the workplace, and the effects fear has on employees. The empirical research identifies the successful, and often, unsuccessful components of the employer/employee relationship. For many, using fear would seem to be a powerful way of getting employees to produce more, work harder, increasing motivation. This is not always the answer. The study provides reasons why fear can be a negative motivator and detrimental to an organization.

CHAPTER I

Nicole M. Griggs

What motivates employees? It is an age old question that encompasses a vast array of answers. Literally thousands of books and articles discuss this very topic and many researchers have made it their life work searching for an answer. It is a difficult subject to study due to the individuality of each and every employee. What can motivate some, does not work for others; and what has worked in the past may not be as successful in the present. In an effort to find answers the employee/manager relationship needs to be examined. In this particular study this author will focus on the manager. The type of manager who manages by fear, usually relies on one-way communication rather than two-way communication, and does not believe trust is important in a working relationship. This type of managerial behavior destroys any positive relationship that exists between the manager and the employee. It hinders motivation and ultimately productivity. Managers who use fear to motivate their employees hinder the success of two-way communication within the relationship. In comparison, those managers who do not use fear to motivate have more effective two-way communication. Therefore, the purpose of this study is to provide an in-depth analysis of managers who use fear to motivate, and how one-way communication versus two-way communication and lack of trust affects the manager/employee relationship.

In an era where change runs rampant through organizations and downsizing is an ever-present threat, managers must continue to maintain their employees' level of motivation and productivity. Some manage this successfully, but others rely on a different approach, which is fear. Employers who use fear to

motivate, for the most part, produce great anxiety in the workplace.

According to Peter Block, author of The Empowered Manager, “There is already enough in work life to put us on shaky ground without management using fear as a tool” (Block 129).

The construct of fear can be a term left open to a lot of interpretation. For the purposes of this study this author will use Ryan and Oestreich’s definition of fear. Fear is described as “a feeling threatened by possible repercussions as a result of speaking up about work related concerns” (Ryan and Oestreich 24). This definition does have its limitations. Areas that will be excluded will include the stress that normally occurs from working with reasonable deadlines, fear of a particular task, such as public speaking, and fears associated with appropriately administered disciplinary action (Ryan & Oestreich 24). The definition will focus on what many people experience in their everyday work environment (24). Ryan and Oestreich say straight out that “fear is the experience of apprehension” (14). Ryan and Oestreich believe that “fears can be acquired vicariously or by direct transmission of information. If in the face of threats, we feel unable to control the probable outcome we are likely to experience fear” (14).

When talking about fear, the actual focus is the fear tactic itself. Fear tactics can be viewed as any behavior by the manager that would produce feelings of anxiety, anxiousness, agitation, or uneasiness in an employee. A few examples of such fear tactics are the use of threats by managers as well as being abusive. When using the term “abusive” this author is referring to “any

behavior on the part of a supervising manager that is aimed at controlling an employee and that results in, or is intended to result in, the employees' loss of self-esteem, self-confidence, feeling of competence, or control over his or her work or personal life and the employees' increased dependence on the manager" (Bassman intro.).

The construct of managers who use fear to motivate through the use of one-way communication will be examined. This type of relationship lacks trust, understanding, and respect. Managers who do not use fear to motivate rely on two-way communication as well as trust and mutual respect as a basis for a successful working relationship.

According to Douglas McGregor, author of The Professional Manager, effective organizations require open, authentic communications. These depend on "a climate of mutual trust and support with the group. In such a climate members can be themselves without fearing the consequences (14)."

Jack Gibb, author of articles on defensive management and communication, talks about "a fear-distrust cycle and the patterns that keep people's interaction at work defensive rather than participative" (Ryan & Oestreich 14). This fear-distrust cycle is one where "a self-fulfilling prophecy ensues: low-trust, high-fear theories generate more fear and distrust." He adds that fear is the opposite of trust and that fear and distrust always go together (14).

If fear and distrust go together, then it would seem logical that an organization experiencing this type of environment would be lacking in motivation and productivity. Fear usually prevents people from doing their

best at work. Alan Loy McGinnis, author of Bringing Out the Best in People says, "The chief lesson I have learned in a long life is that the only way to make a man trustworthy is to trust him. The surest way to make him untrustworthy is to distrust him and show your mistrust" (27).

How many times have employees been angered, intimidated, or even mistreated by their managers? Virtually every one has been hesitant to talk about work-related issues at some time or other. When this hesitation is linked to concern about personal negative consequences, people become victims of fear. Fear generates negativity, anger, and frustration (Ryan & Oestreich 4). Due to the fact that fear is an interactive process involving communication between at least two people, whether it be one-way or two-way communication, workplace relationships must be better understood (Ryan & Oestreich 4).

An employee of a large telecommunications company said, "My boss makes the difference. If I don't have someone I can trust, I get angry and scared and my work quality is lowered. People need a climate where they can grow" (Ryan & Oestreich 5). Employees need someone who will listen. They need feedback as do managers.

The quality of the relationship a person has with his or her manager is a key determinant of the fear, or lack of fear, a person experiences at work (Ryan & Oestreich 5). The traditional view of the employee is that they are not expected to voice opinions or feelings about what they see happening in their organizations (Ryan & Oestreich 6). The workplace is supposed to be

systematic, efficient, and rational. It is not a place to be cluttered up by employee interests, viewpoints, or emotions (6). It is surely not a place where two-way communication can be successful because the manager is always correct without a doubt.

The workplace of the nineties is different. But, the legacy of fear and distrust associated with this tradition is still present. Much of the literature suggests that while some managers consciously intimidate their employees, most do not. The greatest percentage of intimidating behaviors are committed unconsciously by managers who have no idea how their behavior is affecting others. As one manager said, "No one tries to manage by fear. Our behavior is avoidance for the most part and people become afraid because of it" (Ryan & Oestreich 6). Another interpretation of the same dilemma came from a dock worker who observed that, "Some of the worst offenders in terms of fear are the ones who don't know they do it" (Ryan & Oestreich 6).

Even though the workplace of the nineties is different mindsets from the past still remain concrete in the minds of many. Gary Gardiner, author of 21st Century Manager, describes some of these mindsets (52). One that is common is, "I am the boss" (52). According to them their employees should treat them like gods. Another is, "My employees cannot handle much responsibility." The manager who feels their employees are not capable of being responsible treat them like children. Vince Lombardi once said, "Treat a man like a dog, he'll act like one" (Gardiner 53). Another is: "I will talk and you will listen" (Gardiner 53). This type causes employees to feel unimportant and worthless

to their employer. According to Gardiner, "Talking and listening is based upon the need to hold on to power" (55). Relinquishing some power empowers employees. It gives them a sense of worth. It also makes them an important part of the organization by having control of their own destiny (Gardiner 55).

Motivation empowers us. It provides the energy necessary for accomplishing our goals. But, sometimes motivation gets misdirected or interrupted (Dudley 247). Motivation driven by fear or abuse at best produces compliance, but also may foster resentment, anger, frustration, depression, and insecurity. The problem then is that employees begin to lose faith in the ability of management to lead their organization out of the mess (Bassin 15).

When discussing motivation, two distinct types of theories are fundamental: process and content (Hampton 5). According to Hampton, process theories ask *how* motivation occurs. "All of the process theories explain motivation in terms of the individual's perceptions, beliefs, and expectations about the attainability and need-satisfying value of rewards for working" (Hampton 5). On the other hand content theories ask *what* motivates people. "All of the content theories explain motivation in terms of needs, but they specify a variety of needs" (Hampton 5).

In order to better understand working relationships and what makes them successful, as well as effective, it is crucial to understand the many motivational theories and the part that is played by effectively motivating employees. The various motivation theories are Expectancy Theory, Needs Theory, and Motivation/Hygiene Theory. Expectancy Theory is the principal

process theory of motivation (Hampton 5). It is a belief about what action leads to what outcome or result . It focuses on the network of ideas people have about their jobs and how these combine with the strength of their desires to motivate people (Hampton 6). Needs Theory focuses on understanding behavior at work by offering a number of views of the needs that underlie the character and strength of our desires or wants. It looks at what motivates us (Hampton 8). This is based on Maslow's hierarchy of needs. The central idea behind Abraham Maslow's hierarchy of needs is that human needs- physiological, safety, love, esteem, and self-actualization needs are arranged in a hierarchy (Hampton 8). The central idea behind Motivation/Hygiene Theory lies in the distinction between the satisfiers or motivators, and the dissatisfiers or hygiene factors (Hampton 10). The satisfiers and motivators are associated with feeling good and an increased desire to improve job performance. These motivators include achievement, recognition, work itself, responsibility, advancement, and growth. When hygiene is maintained dissatisfaction is prevented (Hampton 110).

Some believe fear can be a positive motivator (Ryan & Oestreich 67-68). These managers believe that fear is necessary to get the work done. These are managers who need to "run the show." They feel they have the right to be in control (Goren 14). Some employees believe that fear-oriented environments cause them to "work their tails off" (Ryan & Oestreich 67). One professional level employee felt that fear "kept people sharp." Another professional

thought that “paranoia is positive because it causes people to think” (Ryan & Oestreich 67).

The majority of employees, however, seem to feel that fear is a demotivator of the best kind (Ryan & Oestreich 67). Many people simply do not respect its use as an effective management approach. For example, the supervisor who threatens an employee with firing may scare them at first, but by the twenty-fifth time the employee has become permanently deaf. Fear has lost its power to motivate (Gardiner 109).

“Great managers don’t push, they inspire. Great managers are simply the ones who can get the most out of their average employees by inspiring greatness. Great leaders make their employees feel they can do remarkable things” (Goren 20-21). It is a manager’s job to build people up so they can feel great and be successful.

In compiling her research the author discovered that no one is exempt from the onslaught of managers instilling fear in their employees. Some even become abusive. “Abusive disrespect by bosses is commonplace, apparently on the increase and certainly detrimental to its victims’ mental and physical health (Hornstein xi). Upon gathering his evidence, Hornstein found many employees who, “described the humiliation of public denunciations by bosses who sometimes seethed with quiet rage and other times erupted with screamed obscenities, vicious ridicule, name calling, and even physical assault” (xi). Managers who are cruel to their employees are not just violating a rule of social etiquette but, they are causing serious injury to both employees and the

organizations in which they work (Hornstein xii). Hornstein states, "Bosses' cruelty adversely affects employees' initiative, commitment, motivation, anxiety, depression, self-esteem, and productivity" (xiii).

This disrespectful and unacceptable behavior is an assault on an individual's well-being and productivity. Intimidated workers give up any power they may have had and work hard to avoid their bosses' aggression as a means of self-protection. "They feel bludgeoned, belittled, and betrayed as well as dehumanized, blamed, and pummeled with mistreatment" (Hornstein 79). They learn quickly to survive by advancing with extreme caution, staying out of the manager's way and using as little independent judgment as possible. Other behaviors that may cause employees to feel intimidated are snubbing, blaming, ignoring, discrediting, controlling, yelling, issuing threats and abuse (Ryan & Oestreich 74). These behaviors create a thick wall of resentment. No one respects a person who repeatedly puts others down or loses control of their temper (Ryan & Oestreich 75). Eventually this type of behavior affects everyone, not just those directly involved. It spreads like wildfire and an entire organization suffers.

It is estimated that 90% of the workforce suffers some sort of abuse by bosses at some point in their careers (Hornstein xiii). Goren says, "I am firmly convinced that managers who motivate through fear and through the use of political power have a rougher time of it. Tough guys make those who work under them feel bad, like losers. People who are made to feel like losers are like elephants; they never forget. They are less motivated to make the boss

look good. After all, someone who has robbed you of your self-esteem is an emotional enemy” (20).

Some bosses were asked why they treat employees so harshly. They defended their behavior claiming that getting the job done often requires a boss to be tough (Hornstein 10). Abusive bosses who claim that being “tough” was required to get the job done are engaging in a self-serving cover up . Some bosses justify their behavior as strictly “doing their job.” But, a boss or manager can be “tough” and still earn the respect of their employees by treating them like human beings (Hornstein 10).

A major reason for the lack of sensitivity in some managers is their lack of effective communication. They tend to focus on the content of the discussion rather than on the process of the interaction. They do not read body language well and miss many of the clues in the interaction itself . They are not aware that they should be making significant communication decisions-choices about whether to speak or to listen, how to phrase things, and how to maintain rapport-as well as keeping track of the content of the discussion (Bolton 107).

Direct or sufficient communication pertains to information that is necessary to do a good job. If a manager fails to communicate effectively this limits the flow of information causing individual interpretation of the others’ intent. Two-way communication involves the manager explaining, as well as, listening to ideas objectively, getting feedback and offering suggestions. It is discussion of ideas focused on obtaining a solution, or a more effective way of completing tasks. Ideally, effective two-way communication involves the manager and

employee coming to a mutual agreement relatively free of personal bias. Ideas are presented, discussed and solutions are obtained. According to Roediger, "Communicators who are perceived as unbiased experts have greater impact than do less credible people presenting the same arguments" (623). Unbiased communicators are seen as more credible and trustworthy (Roediger 623).

Those managers who utilize one-way communication, where the manager tells the employee what needs to be done and how to do it, tend to let their personal bias enter into the discussion. Roediger talks about a study done by Aronson, Turner, and Carlsmith in 1963 where researchers asked students to evaluate some little known poems. The researchers then had each student read a strongly favorable evaluation of a poem the student did not like. The favorable evaluation was attributed either to T.S. Eliot or to a student at Mississippi State Teachers College, Agnes Stearns. Later, students reevaluated the poems. There was much more change toward favoring a poem when the author was attributed to Eliot, a high-credibility source, rather than to Stearns, a low-credibility source (623).

This study would not be complete unless the required skills of managers were discussed. What exactly are managers required to do and how are they supposed to behave? First, they must demonstrate effective listening skills. Listening accurately and actively means that the manager can paraphrase, respond to people's emotions, and pay attention to nonverbal body language and tone of voice. Secondly, managers must serve as role models. They must be willing to do what they ask others to do. For example, if you want others

to discuss sensitive issues, show a willingness to discuss such issues yourself (Ryan & Oestereich 115).

Management must initiate turning fear into trust. They should be open and receptive to feedback and constructive criticism. They should be able to accept sensitive feedback about their own communication and leadership style (Ryan & Oestereich 115). They should facilitate, rather than direct, discussions and meetings. Managers should communicate in ways that encourage others to offer their views (Ryan & Oestereich 116). An effective manager takes a developmental, learning-oriented approach. They view the experience of reducing fear as a way to create new insights for themselves and others. Managers should not be afraid to make mistakes. They should accept the inevitable problems that come with change as a natural learning process. Even if managers follow these strategies and they still feel that they are in over their heads, they should not be afraid to seek the services of a consultant. Outside or inside facilitation will enable a manager to be a full participant in the problem-solving process rather than trying to play the roles of leader, participant, and facilitator at the same time (Ryan & Oestereich 116).

An accumulating body of evidence identifies relations with managers as the single variable that has the strongest impact on employees' well being. If unsupportive and inconsiderate bosses are detrimental to workers' health and psychology, then think of the personal havoc wreaked among an estimated 90% of employees who claim to have been verbally and/or physically abused by managers. (Hornstein 70).

Instead of demanding respect, or walking out, employees find themselves limited to enduring the humiliation of their manager's abuse in silence, which takes its toll on their well-being (Hornstein 73). Research findings by Hornstein demonstrate that,

Employees with lower self-esteem exhibit less vigor in their dealings with adversity and generate fewer productive responses in pursuit of challenging goals. They are also more vulnerable to pressures of social conformity and, as a result, are less forthcoming as contributors and problem solvers. They also perform less well under stress, have poorer interpersonal skills and initiative, and are less friendly and ambitious. (79)

Eventually, this type of behavior affects everyone, not just those directly involved. It spreads throughout an entire organization and causes it to suffer. Managers should try to drive out fear and start rebuilding positive relationships with their employees by establishing trust through positioning, confidence through respect, and meaning through communication (Cornesky 65).

CHAPTER II

Nicole M. Griggs

The study of motivation and morale has been a continuous search into the unknown. Even though much has been learned the perpetual “needle in the haystack” philosophy holds true. As perplexing and intangible as they may seem, the two have become an ever-present force in today’s work place.

Morale encompasses a vast array of complex characteristics. Morale is how employees feel about themselves, their work, their bosses, their workplace, and their overall work life. It includes all of the mental and emotional beliefs and attitudes which individuals and groups hold regarding their job or profession (Ramsey 6). High morale results in a strong sense of common purpose. Low morale produces non-committal attitudes and lackluster performances (Ramsey 6).

No organization can be better than the people in it. A positive culture and high employee morale make good things happen. It is what leads people to become motivated. Morale is the elusive element within any organization which spells success or failure in attaining productivity goals (Ramsey 6). Where morale is best, there is a prevailing mood of cooperation and human concern mixed with visible evidence of mutual support and trust (Ramsey 6).

More than anyone else in the organization, immediate managers or supervisors primarily determine good or bad morale in the workplace. No matter how worker unfriendly corporate or company policy is or how remote or insensitive upper management may be, a good manager or

supervisor can instill a sense of pride and loyalty in workers. Employees form their attitudes about work based primarily on their interaction with the authority figure they see and work with everyday (Ramsey 7). Forming a positive work environment is a major function for all leaders. For supervisors and managers, this means that maximizing and maintaining high employee morale in their department or office must always be a top priority (Ramsey 7).

Managers and supervisors sometimes do not like to recognize or admit morale problems. Morale problems can be a negative reflection on their own effectiveness. But, it is always better to identify problems and deal with them than it is to ignore them and let them get worse through neglect. Denial is not a successful leadership technique (Ramsey 7).

Some signs that employee morale is decreasing are, increased absenteeism, bad mouthing employees becomes common, growing friction among co-workers, limited socializing among employees, high incidents of employee complaints and/or grievances, boredom on the job, problems with graffiti, litter or property damage, unusual number of transfer requests, growing incidents of insubordination, and the absence of laughter in the workplace (Ramsey 7).

On the other hand, an organization has good morale when employees look forward to coming to work, show up fresh every morning, care about the organization, support organizational goals, they volunteer, pitch in to help each other, demonstrate pride in their work, take good care of their

work space, tools, and equipment, work with minimal direction, occasionally go the extra mile, and have fun at work. Employees, for the most part, want to be motivated to achieve these things (Ramsey 7). But, how to go about achieving successful motivation is another question.

People today are feeling trapped in meaningless jobs and more and more are looking elsewhere for something more internally satisfying (Caudron 24). According to Caudron, "There has to be more than this. American workers are re-evaluating their lives, their jobs, and their employers. They are asking whether it is worth it to spend time at companies where they feel no passion or commitment. Increasingly, the answer is NO" (24).

Why should employers and managers be concerned with this "soul-searching trend?" (Caudron 24) When people start devoting their time to meaningful work they become more energetic, open-minded, and creative (Caudron 24). According to Barbara Sher, author of Live the Life You Love, "People who do work that they are passionate about don't feel as if they are working at all. Roll all of those characteristics together, translate them into corporate parlance, and what you have is increased productivity" (Caudron 24). If people are made to feel important in the work that they do, for example recognized for a job well done, that could encourage people to consciously or unconsciously increase their productivity.

However, on the other end of the spectrum are the cynics. They will tell you there are limits to what companies can do for their employees. After all, businesses exist to make profits, not to make sure that employees

are fulfilled (Caudron 24). Employees who are not appreciated over time tend to become dissatisfied, feel unimportant, disgruntled or even bitter toward their manager or employer. This may be followed by a decrease in productivity, which is the downfall to most organizations.

Daniel Levine, editor of Disgruntled.com, a website devoted to employee issues, believes, "People should give up the notion that work is everything and search for fulfillment outside of their jobs" (Caudron 24). But, that is just the problem. Few Americans have been conditioned to think of work as something that should be meaningful. We go to college, learn job skills, and then find companies that use those skills in exchange for a paycheck. Few college courses or high school classes emphasize the importance of doing work that is satisfying (Caudron 25).

So, what makes work satisfying or what is motivating for employees? A hundred people could be asked this question and all of them would have different answers. Many different things can be motivating to employees and what may work for some may not for others. One employee was asked what makes his work meaningful? He answered, "When management listens to employees and takes advantage of our views. For me, it's not so much what I'm doing that makes the work meaningful, but whether or not the environment is supportive" (Caudron 26). Even under stressful conditions a supportive environment can make the toughest job bearable.

Kenneth Cloke and Joan Goldsmith, authors of "Thank God It's Monday: 14 Values We Need to Humanize the Way We Work," have

created some suggestions on how to create a meaningful work environment: (Caudron 27)

- Share the company vision, in detail, with employees.
- Show how individual jobs contribute to achieving that vision.
- Include employees in decisions that affect their jobs.
- Foster a spirit of collaboration.
- Celebrate diversity.
- Promote open and honest communication.
- Don't punish employees for taking risks.
- Empower employees to share equally in decisions that affect the shape and direction of the organization.
- Provide ongoing growth and development opportunities.
- Encourage regular feedback.

These suggestions mentioned have emerged after years of downsizing and restructuring. Some businesses now see that the laws of supply and demand have shifted, putting employees in control (Solomon 48).

Employers and managers are realizing that the success of the organization lies with the employees who operate and manage the business.

According to the results of a 1996 research study conducted by Wilson Learning Corporation, the majority of U.S. employees today are uncommitted and disengaged. Company loyalty is no longer fashionable. An incredible 80% of employees are now passive about their work. They are content to just "do their job: and not much more. Most workers are

unwilling to give 110% anymore. Much of the passion has gone out of America's workforce (Ramsey 6).

When discussing the complexity of motivation, it is essential that the concept be understood in the simplest of forms. Abraham Maslow created the famous "Hierarchy of Needs" which has been popularized by numerous management writers (See Diagram A) (Hampton 8). The central idea behind Maslow's hierarchy of needs is that human needs such as physiological, safety, love, esteem, and self-actualization are arranged in a pyramid. Once one level is achieved then you move on to the next level. That means, physiological needs have influence until they are satisfied. Hunger, thirst, and the need for air drive our actions until these needs are satisfied or met. Their satisfaction then reduces the power to motivate. Consequently, the next level, safety, is focused on until it is achieved and so on. Higher needs, from safety to self-actualization, acquire power to motivate us as they are experienced as unmet. Satisfaction at each level activates a new higher-level need (Hampton 9).

According to Maslow's theory people seem to be in a state of want all the time. Higher-level needs drive our actions as lower-level satisfactions shift the power to motivate up the hierarchy. People can pursue the aspirations of love, esteem, and self-actualization, but become driven, or motivated by more basic needs if those basic needs become unsatisfied (Hampton 9).

A tragic episode in American history provides an example. In the early 1800's, a band of pioneers led by man named Donner crossed the western plains with ox-drawn covered wagons, and climbed into the Sierra Nevada. For most of the party, the trip ended there. Trapped by enormous snow drifts and slowly freezing in the mountains, they were unable to move forward or backward. As they exhausted their supply of food, the party gradually deteriorated (Hampton 9).

Some years ago, a diary kept by a member of the party was published. The writer described his compatriots at the beginning of the journey as "salt of the earth" meaning God-fearing and individualistic, but cooperative and concerned for each others welfare (Hampton 9). During the ordeal in the mountains, they withdrew into themselves: concern shifted from the larger group to the immediate family, then to the individual. Finally the strong began to prey on the weak for personal survival and the ultimate horror emerged which was cannibalism (Hampton 9).

To the party, food eventually came to be all important and all motivating. If one is without food long enough, one becomes a sort of human piranha-thinking, dreaming, and hunting food without any other concern (Hampton 9). Such a person is not interested in building monuments, wearing fine clothes, worshipping God, or helping others. The satisfaction of the physiological drive is essential to the maintenance of life; thus Maslow described the physiological drive for satisfaction as necessary for the motivation of behavior (Hampton 9).

The hierarchal model suggests that, as physical needs are met, new needs emerge to motivate behavior. Humans are “wanting creatures,” striving to satisfy many different needs in the order of a pyramid form: physiological, safety, love, esteem, and self-actualization. Therefore, just as unmet basic drove the Donner party down the hierarchy, satisfied basic needs open up higher-level wants (Hampton 9).

This quality of the needs hierarchy has important consequences for the motivation of people at work. As lower-level needs are relatively satisfied. They are less directly involved as motivation for behavior. One is motivated mainly by the next level of unsatisfied needs. Motivation is shifted to the next level of motivation. Thus, gratified needs seem to disappear. They do not motivate. Since all managers attempt to influence human behavior, they must consider what needs are unsatisfied. Unsatisfied needs can serve as levers for motivation (Hampton 10). If workers are no longer starving or insecure, offering them work whose only rewards are seen to be food and safety will not arouse the motivating power of unmet needs (Hampton 10).

Expectancy theory is another theory of motivation. Expectancy theory might be called the thinking person’s motivation theory. Expectancy theory focuses on the ideas people have about their jobs and how these combine with the strength of the desire to motivate (Hampton 6). Expectancy theory also reveals why some individuals or groups might not exert effort to satisfy even strongly felt desires.

Therefore, expectancy theory implies that managers must make it possible for employees to see and believe that effort can result in performance that, in turn, can result in rewards that employees want. The best way to support such beliefs is to create and maintain a reality in which they are valid. This requires special attention. It may be necessary to train employees so that they will have the skill to perform the work. It may be necessary to take affirmative action to demonstrate to minorities and women that good performance does lead to pay raises and promotions. It is necessary to build and maintain a climate of expectancies that will support motivation to work (Hampton 18).

The motivation/hygiene theory was first presented as an interpretation of the way 200 engineers and accountants described situations in which they felt exceptionally good and situations in which they felt exceptionally bad about their jobs (Hampton 10). The major finding was that when people talked of good times they linked them to what they did; when they talked about the bad times they talked about the circumstances in which they worked (Hampton 10). The principal researcher, Frederick Herzberg, called the factors linked with good times "satisfiers" and "motivators" because they were associated with feeling good and with an increased desire to achieve improved job performance. The motivators included achievement, recognition, work itself, responsibility, advancement, and growth (Hampton 10).

Herzberg called the factors linked with bad times “dissatisfiers” because they were associated with bad feeling. The dissatisfiers included company policy and administration, supervision, relationship with supervisor, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status and security. He called these items “hygiene factors” (Hampton 11). The deterioration of “hygiene factors” was associated with a loss of good feelings and a reduction of work effort and performance. To Herzberg, if not maintained the hygiene factors at work could cause dissatisfaction and weakened effort and performance among employees (Hampton 11).

To increase motivation, motivators must be present. The implication for management is that hygiene factors must be maintained through good personal practices and leadership (Hampton 11). But, motivation, if it is to increase, must be created by designing the work itself to yield feelings of responsibility, achievement, growth, and recognition (Hampton 11). In other words, hygiene may be maintained by providing working conditions that satisfy the lower-level needs, up through social or love needs in Maslow’s hierarchy of needs. But, motivation may be initiated by providing work that satisfies mainly esteem and self-actualization needs (Hampton 11). The theory assumes that most employed people have relatively satisfied lower-level needs, but that their higher-level needs are unsatisfied (Hampton 11). The logic behind motivation/hygiene theory is that the expectation that greater productivity will be caused by a hygienic

environment is unsupported. Once a level of productivity is reached then only motivators (satisfiers of unsatisfied needs) can improve productivity (Hampton 11).

Therefore, motivaton/hygiene theory implies that because hygiene factors meet lower-level needs, hygiene must be maintained to prevent dissatisfaction. This is done by providing good policies, pay, supervision, and other environmental conditions (Hampton 18). However, because only motivators such as the work itself, growth, and advancement can fulfill the higher-level and less satisfied needs and thereby motivate, they must also be obtainable through work (Hampton 18).

According to the theory, using fear tactics to motivate employees would undoubtedly not satisfy an employee to the point of meeting their higher-level needs. Employers and managers need to understand that employees need to feel valued (Maynard 26). Motivation and high morale begins with the employee. The most important thing to do is to be honest with employees. This is even more important in tough times, such as the downsizing of an organization (Maynard 26). If employers are not honest and up front with employees this makes them feel uninformed and they fill in the empty blanks with misinformation (Maynard 26).

Management does not get great performance from their employees by instilling fear (Merit 74). Most companies are good at managing the technical and conceptual issues associated with an organization. But,

people issues, such as low morale, weakened commitment, and general concern about employees are often ignored (Mahan 16).

People who are highly motivated keep customers satisfied. They are better team members. They feel more powerful. They are happier, more satisfied people (Scott 7). Motivation is the quality of having incentive that stirs us to action toward our dreams and objectives (Scott 7). The mind of a motivated person is filled with targets, objectives, and pictures of excellence. The motivated person pictures his or her destination. Motivation means knowing where you and your organization want to go and having the will and perseverance to get there (Scott 9).

Fear motivation is based on negative reinforcement, or punishment (Bain 31). This type of motivation dates back to prehistoric times. It is based on force and the ability to punish or deprive an individual, or group, of something they need (Bain 31). If you did not do what was wanted when the leader wanted it done, you might find yourself deprived of life itself (Bain 31). For centuries workers slaved endless hours for survival wages. In such an environment fear motivation proved to be very effective (Bain 31). Though the individual workers were powerless in such a situation, in time they began to realize that if they were to unite together, they could become a threat (Bain 310). Today, because of the impact of federal and state legislation, the creation of unions, and the relative ease with which employees can change jobs, the effectiveness of fear motivation has been somewhat reduced (Bain 31).

Though sometimes effective when properly implemented, motivation by fear tends to be misused. A manager who believes that employees are uncommitted and unwilling to work may turn to fear motivation (Bain 31). This attitude becomes self-reinforcing as the manager tends to highlight the shortcomings, rather than achievements of their employees (Bain 31). For some managers, the power to punish offers the only assurance they can find that they are in charge. Other managers punish their subordinates and sometimes even their fellow managers, in unconscious ways by critical remarks, demeaning treatment and unreasonable demands (Bain 31). When punishment is given in an organization without clear-cut expectations or standards of performance, or without objective measures, the question of fairness is raised and generates sympathy for the person being punished and hostility toward the organization (Bain 31).

When employees have been properly trained, have been made aware of specific and realistic expectations, and have been advised individually and in a professional and non-demeaning manner of their shortcomings, we are applying negative reinforcement in a constructive manner (Bain 32).

Achievement motivation is accomplished when employees work because of the sense of challenge, accomplishment, and service to others. The philosophy of achievement motivation is based on a true understanding of human nature (Bain 33). The manager who is committed to this system of motivation rejects the traditional theory that people are basically lazy, hate responsibility and do not care about an organizations goals (Bain 34).

By believing in people and their potential for improvement, the manager encourages employees to accept responsibility. Such a manager encourages creativity, achieves organizational goals, and manages by objectives and by doing so increases the organization's effectiveness (Bain 34). Achievement motivation is the most powerful and lasting force a manager can use. When we change people's attitudes towards their organization, toward their work, their family, their friends, and most important of all toward themselves, we have altered the basic structure of both the human personality and the organization for the better (Bain 34).

Managers who motivate effectively do not rely on fear tactics. Using fear to motivate is a temporary solution. Some may think at first it is effective, but the underlying problems from implementing this type of motivation can be devastating. Implementing fear in a working relationship is similar to placing a band-aid over the problem. It covers up the real problem. Underneath fear lies the root of human behavior, the key that makes each employee tick. Managing effectively calls for searching for the answer of motivating each individual, going beyond fear, finding a permanent solution. Once this is achieved and initiated, productivity, as well as the quality of the manager/employee relationship will increase.

CHAPTER III

Nicole M. Griggs

The typical American leader is someone who knows what needs to be done and knows how to go about accomplishing goals. The American folk hero for many years has been the strong leader. He or she is someone who is kind to animals and children, chivalrous, generous, and firm in his or her convictions. Many people have modeled themselves after this stereotype. There is a lot to be said for this type of leader. He or she is easier to work for than the person who cannot make up their mind. The trouble is that there is a fine line between being strong and being autocratic and many people tend to confuse the two (Brown 42).

It is easy to think that our managers are leaders. But, this is not necessarily the truth. It would be nice if all managers had the abilities that constitute a true leader. Some do this effectively, others believe because they acquire the title of manager they should be looked up to. But, there is a difference as is seen in Diagram B (Carnevale 378).

Management entails a process of initiating, delegating, directing, motivating, and evaluating. Management is a control process, "the administrative order of things" (Zenger 44).

Managers typically use a well-defined and existing structure for controlling people's activities. Managers carry out objectives, but leadership involves a process of guiding others toward defining what objectives should be (Carnevale 378). As John Gardner, former secretary of Health Education and Welfare put it, "Every time I encounter an utterly first-class manager he turns out to have quite a lot of leader in him" (5).

Leadership at any level may encompass all the functions and competencies required of a manager and, at times, exceeds them. Being a leader is a complex activity because it emerges out of the values and vision of the person exercising leadership skills and demonstrating mastery of intricate interpersonal skills. In very broad terms, leadership is a visionary activity that communicates goals and secures behavioral commitment (Carnevale 378).

A challenge for leadership is to create a common culture that integrates different organizational solutions. Most organizations remain standardized and are organized by bureaucratic-industrial roles. They suffer because management is still patterned on the industrial-bureaucratic model (Maccoby 222).

Leaders today require flexibility. This consists of a trusting, respectful, and even compassionate attitude toward fellow employees. Dignity is emphasized. Respect for another person's sense of dignity is essential to the trust needed for success in today's workplace. There are degrees of trust, from the willingness to explore mutual interests and agreement, to joint activities, to teamwork, to friendships. The beginning of any productive relationship requires trust that the other person will not take advantage of us. There must be a sense of mutual respect. If people do not feel respected, they will not even begin to develop relationships that can lead to mutual benefits (Maccoby 58).

The leader will also have the capability to get his or her followers trust in his or her ability to turn a vision into a reality. They will also know how to empower their employees and communicate effectively. Leaders can build trust and faith through self-confidence. The leader never seems to doubt his or her own capabilities or the capabilities of his or her team. Through steadiness and predictability followers know where the leader stands on certain issues that are important. A leader can be relied upon. According to John Gardner, "The need for reliability is not only ethically desirable, it is practically a necessity. A leader who is unpredictable poses a nerve-wracking problem for followers. They cannot rally around a leader if they do not know where he or she stands" (155).

A leader develops trust by possessing and demonstrating values, beliefs, and aspirations in common with those he or she leads. They want to send the message, "We are alike. I'm one of you. I want what you want" (Boyett 155).

Trust is achieved through a total personal commitment. The leader demonstrates his or her total commitment to the "cause." A leader will trust his or her employees and reject the possibility that the organization can be successful as a result of command and control (Boyett 155).

Bad leaders, on the other hand, are cruel to their followers, encourage immoral or illegal behavior. They motivate with appeals to bigotry, hate, revenge, fear, and or superstitions. They diminish the processes established to protect freedom, justice, and or human dignity. Bad leaders also lust for

power, use propaganda to distort reality, and betray the trust others have in his or her judgment (Boyett 163).

Empowerment means that members feel they are making a significant contribution to the development of the organization (Nolan 71).

Empowerment is getting people to believe they are in charge of their own destiny, that what they do is going to influence the system (Nolan 72).

It is helpful for managers to ask for opinions and then really consider them. Some managers become trapped into thinking they are practicing participatory management just because they ask for opinions, even though they go ahead and do whatever they wanted to do in the first place.

Managers need to listen to opinions, consider them carefully, and then make the best decision. Furthermore, those who offered suggestions need to be told how their input was used in the process, even if their recommendation was not followed. The employers need to know that they are helping to guide destiny, even when other courses of action are taken (Nolan 73). Empowered managers are willing to admit to their lack of knowledge and say, "I don't know, we need to figure this out together" (Nolan 75).

Leaders are great communicators. Leaders create a verbal picture of the future they envision and demonstrate through stories and anecdotes how persistence, perseverance, cooperation, determination, commitment on behalf of followers can and will lead to the desired future. Part of visioning is explaining. The vision interprets the past and present and explains the

future. An effective leader communicates in easy-to-understand language, with rhythm and repetition in his or her pattern of speech, with direct and powerful words, and with expressive body language. The leader also communicates by matching his or her words with action (Boyett 153).

John Gardner, in his book *On Leadership*, says,

“Effective leaders deal not only with the explicit decisions of the day...but also with that partly conscious, partly buried world of needs and hopes, ideals, and symbols. They serve as models, they symbolize the group’s unity and identity; they retell stories that carry shared meanings. Their exemplary impact is great. There are messages for followers in what leaders pay attention to, in how they deal with critical incidents, in the correspondence between their words and acts, in the ethical tone of their behavior” (154).

It may sound simple, but communication is the most difficult characteristic of a relationship to obtain. In the workplace it encompasses clarifying roles, defining expectations, negotiating, and modeling (Carnevale 300). According to Robert Portnoy, author of *Leadership: What Every Leader Should Know About People*, “Once roles have been clarified and mutually understood, the individuals strengthen their attachment to one another, forming what becomes a sense of integration and commitment” (31).

A breakdown in communication is disastrous to any relationship. In the workplace it can be the downfall of an organization. A leader who cannot communicate effectively with his or her employees causes them to doubt their future as well as the future of the organization. It would be difficult to maintain productivity if employees do not know what is going on.

Communication along with trust and empowerment all make an organization stronger. Without these employees begin to doubt. Doubt breeds helplessness which, in turn, causes fear to build. Employees begin to wonder if they are doing things correctly or if problems are their fault. They become fearful of the unknown. There is no leading involved in this type of management, only chaos and uncertainty.

Although the characteristics of a leader mentioned are difficult, the rewards are tremendous. Motivation will increase. People will have goals. Objectives are defined. Feedback is welcomed.

Motivation is a concept that leaders cannot create themselves. They can direct and amplify it, but they cannot create it in others. Optimistic and supportive leaders bring out a positive attitude in those they lead, while worried, pessimistic leaders make everyone feel worse (Maccoby 38).

Normally, people are not particularly conscious of being motivated to work. But when faced with a problem to solve, or an opportunity to exploit, people are suddenly aware of being motivated. For example, if we are stifled by a problem we feel a need to solve it. If we are threatened, we feel a determination to prevail. If we are insulted, we feel a need for self-

assertion and dignity. But these drives to motivate can also be repressed and unconscious. Today, many people repress the fury generated by attacks on their self-esteem. This repression is caused by a conflict of values (Example: The desire to keep your job conflicts with an intense wish to punch the boss in the face, an impulse which is repressed.) The wish does not disappear, but develops into some form of resentment (Maccoby 43).

A sense of dignity, self-esteem, and integrity is essential to productive motivation. In the typical workplace, people joke and play as a form of rebellion. If this drive is engaged at work people easily become motivated. The spirit of play is best engaged at work by the chance to experiment and create, to question organizational forms and to try out new ones (Maccoby 54).

Michael Maccoby, author of *Why Work? Motivating the New Workforce*, describes an experience he once had,

“My first experience as a psychotherapist was with children who could not learn, who, I found, had lost the capacity to play. They feared both the external world of parents and teachers who judged their work, and the internal one of their own angry fantasies. Play that might express these impulses was felt to be dangerous. Treatment for these children made a game of fearful relationships. I played the roles of feared authorities in such a way that the child could laugh, gain control over impulses, and realize that learning and performance were not matters of life and death.

Then the child could tolerate fantasies of terror, anger, and revenge.

Through play, the children gained a sense of freedom, and a sense of humor that rekindled their self-esteem and hope and allowed them to put energy into other things such as improving schoolwork” (53).

Is this to say that managers should let their employees play all day and walk all over them? No, on the contrary, people want their bosses to use power, but they want it used productively, to create power for them also. Leaders who claim they have no power or do not want it are seen as weak and should be replaced by those with power (Maccoby 222).

However, people at work eventually resent a leader who manipulates, motivates by fear, makes false promises and unusual visions of opportunity. An effective organizational practice to motivating employees may be in the form of “The 4 R’s”-responsibilities, relationships, rewards, and reasons. These are represented by Diagram C (Maccoby 223). Responsibilities typically consist of values and needs having to do with mastery and survival (developing competence that guarantees employability), information (learning), and play (opportunities to innovate). Managers sometimes define responsibility in terms of control. “I am responsible for this one” means “I am in charge here.” “This is your responsibility” means “These are your tasks.” But, responsibility has another meaning, the ability to respond. In this sense, we speak of accepting responsibility to meet a challenge, solve a problem, or serve a customer (Maccoby 222).

People are motivated by opportunities to express themselves through work. This fact implies that responsibilities should engage the intrinsic need for mastery and information, in terms of learning and developing competence. Needs for play should be engaged by opportunities for innovation. The need for dignity should be met by opportunities to participate in decisions at work. Responsibilities should not be above or below a competent level. Without competence, people are unable to respond adequately, and responsibility becomes a burden, not a motivator. To motivate productively, a manager must match person with job, facilitate learning, define the rules of the game to encourage taking responsibility to satisfy customers, avoid costly accidents, and present ideas for continuous improvement. If small errors are punished, people will avoid responsibility. If errors are not understood, people will not learn (Maccoby 222).

Relationships not only satisfy the need for communication and coaching, but also may involve information (learning), survival (sense of support from others), and pleasure (celebration of success). Good relationships create the trust essential for teamwork (Maccoby 222).

People are not just motivated by relationships with bosses, peers, subordinates, customers, and suppliers. Employees are motivated by supportive relationships because they drive out fear. The trust essential for teamwork in the workplace also depends on a sense of security and respect for individual dignity. Trust is also developed by clearing away nonfunctional status differences and symbols of authority that wound the

sense of dignity and divide people. Managers also build trust by listening to criticisms nondefensively and responding to ideas for improvement (Maccoby 229).

While everyone is motivated by relationships that provide support and drive out fear from the workplace, different types of people vary in terms of the relationships that motivate them most intensely. Experts develop attachments to father-figure bosses whom they try desperately to please. Brief expressions of approval and disapproval have a powerful, motivating impact on experts, because the father figure's judgment is so important to them (Maccoby 230). This is why traditional leaders could motivate subordinates so effectively by expressions of approval. The new employee of the nineties, per say, is more critical of parents and authority, more intent on gaining independence, and less moved by drives that make managers into father figures. This is where conflict emerges and often abuse as with dysfunctional families (Maacoby 48).

Rewards typically satisfy needs for survival (pay and benefits) and dignity (recognition). Rewards are extrinsic motivators, but their power depends on individual values. Different types of people view rewards differently. Money is not the only, or necessarily the most effective reward for motivating employees. For some, it may be time off that motivates (Maccoby 231).

To look at the other side of the rewards issue, does punishment or fear of punishment motivate? The answer depends on the person and the

degree of punishment. If punishments for failure are too severe, people will play it safe and the result will be a compliant, rather than empowered workforce (Maccoby 232).

When issuing rewards to employees they should be meaningful. People should feel they have been compensated, recognized, and appreciated for a real contribution. They should understand the relationship between their performance and the reward they receive (Maccoby 233).

Reasons play a significant role in motivation. We are motivated to do what we believe is worth doing, and that includes what is important for the organization's success (Maccoby 234).

Managers have to communicate the reasons why they set goals and develop strategies. By explaining reasons for decisions and actions, leaders can manage meaning. Managers must provide reasons that are meaningful to each type in terms of their values. Experts find meaning in search for excellence in products and processes. They are motivated by management that supports this goal (Maccoby 234).

CHAPTER IV

Nicole M. Griggs

In 1875 Frederick W. Taylor made a discovery. He discovered work could be managed and made more productive. Before Taylor, the only way to get more output was for employees to work harder and longer. But Taylor saw that the way to get more output was to “work smarter,” that is, more productively. He saw that the productivity of work is not the responsibility of the worker but of the manager. Taylor also noticed, although he never formulated, the insight into a theory—that productivity is the result of the application to work on the specific human capital resource, knowledge (Drucker 15).

Knowledge is more than just manual labor. It requires that managers know the strengths and weaknesses of employees and where their strengths can help produce results. Knowledge requires guidance. A manager must know where he or she wants the organization to go and have the ability to set goals and plan on how the organization will achieve these goals.

The great thinker Ashley Montagu said, “By virtue of being born to humanity every human being has a right to the development and fulfillment of his potential as a human being” (Willingham 58). It was the father of modern psychology, Harvard professor and author William James, who wrote, “Compared with what we ought to be, we are only half awake. We are making use of only a small part of our physical and mental resources. Stating the thing broadly, the human individual thus lives far within his or her limits. He or she possesses power of various sorts which he or she habitually fails to use” (Willingham 58).

People tend to live and think below their potential. In numerous organizations, people are producing almost exactly what managers or leaders expect them to produce. It makes no difference what a person does—selling, customer service, loading trucks, data entry, manufacturing—their unconscious beliefs about “what’s possible for me to produce” become self-fulfilling. Managers communicate what level of production is acceptable consciously as well as unconsciously (Willingham 59). If a manager or leader projects a lack of confidence or trust in their employees or uses fear to improve levels of production the results are indeed self-fulfilling. Production will not be very high and may even decrease over time.

According to Ron Willingham, author of “The People Principle,” “I firmly believe that the following three factors strongly influence people’s productivity:

- 1) to the degree that you can sincerely believe that they can achieve higher performance,
- 2) to the degree that they believe that you believe that,
- 3) to the degree that there is trust, mutual respect, and rapport between you and them.

Stop and spend some time thinking over what I’ve said. When these three factors are present, people will develop faster and increase their productivity” (65).

An organization's employees have vastly different experiences, capabilities, customs, and values. Because of this enormously varied culture it provides the perfect atmosphere for dysfunctionality. Dysfunctionality is the hidden enemy of business efficiency and productivity. Fear stems from dysfunctionality (Brown 2).

Globalization, takeovers, restructuring, technological change are all frightening to any organization. The normal human reactions to such changes include confusion, unrealistic expectations, and a variety of coping strategies ranging from the severely dysfunctional, including substance abuse to acceptance and adaptation (Wright 46). According to Deanna Geddes, author of "Workplace Aggression as a Consequence of Negative Performance Feedback," "Employees are increasingly overworked, frustrated, and fearful of losing their jobs" (433).

Many managers have not risen up through the ranks, so they have no idea what life is like for the front-line workers and they cannot understand the social consequences of economic decisions. Top management is often completely out of touch, preoccupied with political games, status, and perks. In order to maintain status, "play" the game, and keep the perks, employees are often mistreated or even abused.

Individuals who are on the receiving end of corporate abuse are struggling to survive in a workplace that has become uncivilized. It does not have to be like this. Corporations are created by human beings, and human beings can reinvent corporations. Unfortunately, some of the

biggest obstacles are human beings. The fact cannot be overlooked that certain kinds of abuse are personal, carried out by individual's who for some reason find it necessary to mistreat the people around them (Wright 46).

Almost as shocking as the appalling behavior of some managers is the reaction it provokes. Instead of revulsion, there seems to be an aura of acceptance for the outrageous behavior of these high-powered bosses. Many bosses seem quite unashamed of being exposed as tyrants. Even more bizarre, abused employees seem almost to relish their position as survivors, like soldiers talking about how tough it was in boot camp. The obvious reason for this is that many abusive people are extremely rich and powerful. Somehow, they think this gives them a license to be bullies. A deeper psychological meaning indicates a shift of values in which people prize success and wealth above civility (Wright 49). Many employees remain in this type of situation because it is all that they know. Employees may be frightened to look elsewhere for employment. That seems more overwhelming than remaining in the abusive relationship itself.

The practice of instilling fear by abusing and ridiculing employees is a misguided, but all-too-common, notion of how to motivate workers. For example, a monkey is not expected to be creative, innovative, or risk-taking. In fact, those are the qualities the trainer is trying to suppress. A monkey is required only to obey (Wright 50).

People who hire these “bullies” do not seem to realize that they offer nothing more than quick fixes and short-term solutions. The short-term solutions may seem economically effective, but they do not consider the long-term effects. In addition to the havoc these bullying managers wreak on the workplace, they do considerable damage to employees’ self-image and self-esteem. The work employees do and their place in the work community play an important part in making the connection between their souls and the world around them. Doing work well nurtures the soul. Earning respect from doing good work feeds self-image and self-esteem (Wright 52).

Self-image exercises a controlling effect on behavior. In simple terms, people act in ways that are consistent with an image, and people resist performing in a manner that is inconsistent. If employees believe they are great, they will do things that support that belief. If employees believe they are less than great, they will do things that are consistent with that belief. If people are high in self-esteem, they tackle tasks and social situations with confidence and have good social skills. If people are low in self-esteem, they will be subject to depression and a number of demotivating aspects (Wright 52).

Experiencing fear through the bullying behaviors of managers throws many people into a downward spiral where doubts concerning self-worth and abilities run rampant. McGill University philosopher Charles Taylor said that a person can suffer “real damage, real distortion. If the people or

society around them mirror back a confining or demeaning or contemptible picture of themselves” (Wright 52). He calls this “nonrecognition” or misrecognition,” and he says it can “imprison somebody in a false, distorted, and reduced mode of being” (Wright 52).

This diminished sense of self, where a person actually comes to believe that a manager’s lies and distortions are true, can be extremely damaging. It is part of a syndrome of self-victimization that many rape victims fall into, where they think the sexual assault must somehow have been their fault (Wright 52).

Many of the reasons why people tolerate abusive people and abusive working cultures lies in their individual and social conditioning (Wright 57). Just as children learn how to cope with abusive parents, adults modify their behavior so they can tolerate abusive bosses. If children grow up believing that yelling, shouting, and threatening others are appropriate ways of expressing feelings, then these children assume this is normal and appropriate behavior. As far as these children know, all parents behaved that way. “Do as I say or else you can’t go out and play.” “Do as I say or I will stop your allowance.” “Do as I say or I’ll beat you.” If parents spoke in these harsh terms the relationship was based on ultimatums, intimidation, and humiliation. The children’s feelings are subordinated to the parents. Specific needs, desires, and opinions were irrelevant (Wright 57).

Parents who enjoy high levels of self-worth have expectations that are realistic and flexible. They set rules that reflect those qualities. They exude positive feelings about themselves and others. In the workplace leaders like that set realistic goals and are able to adapt to changing circumstances, even negative ones, without panicking. This kind of boss encourages employees to feel a sense of control and entitlement, enhanced by positive feelings about themselves (Wright 57).

Some managers come from management schools without having the experience of working on the front lines. They do not really know what is going on, but they know they must look as though they are in charge. They need to feel in control and hide their ignorance about the work (Wright 62).

The thinking behind bullying the employees is “that nobody will ever dare ask you if you know what you are doing. A lot of decisions will be made, which nobody will point out to you, but you can always kill the messenger who brings news of your latest screw-up” (Wright 62).

Effective leadership requires a combination of training, experience, and confidence. An employees’ sense of competence cannot be built if the manager is not competent (Wright 62).

The aim of leadership should be to improve the performance of man and machine, to improve quality, to increase output, and simultaneously to bring pride of workmanship to people. Put in a negative way, the aim of leadership is not merely to find and record failures of men and women, but

to remove the causes of failure, to help people to do a better job with less effort (Deming 248).

In AT & T's Workplace of the Future, cooperation has begun by building trust based on respect for each person. If American managers want workers to take responsibility, they can never discount dignity. Managers must rebuild employees self-esteem and confidence; they must repair the damage done in classrooms where children were made to feel ignorant, and by jobs where they were told not to think. Bureaucratic factories and offices have further hurt the dignity of workers by emphasizing hierarchical differences, including special privileges for managers. These privileges are now disappearing in places where the goal is to increase productive motivation (Wright 58).

Because of different meanings, one worker may be motivated by the same work that turns off another, as in the story of two medieval stonemasons. One was bent over, drained after a day of work, while the other sang to himself. Asked what they had been doing, the first said, "I have been lifting heavy stones all day." The second said, "I have been building a cathedral" (Wright 61). Meaning has become a problem in our society. The weakening of traditional religion, family ties, and patriotism, leaves us as a nation without common meanings. There is also confusion about the meaning of work, especially for the new generation of self-developers. Most Americans no longer consider work as a means of survival or as the dutiful support of a family. Business leaders explain their

own work by such socially meaningful terms as creating wealth for owners and employment for workers, helping customers to succeed, providing the public with needed services, and supporting innovation. But, employers try to motivate workers by telling them they must work hard to beat the competition and keep their jobs. This motivation is not enough. When everyone shares a positive meaning at work, the workplace becomes more attractive and intrinsic motivation is strengthened (Wright 61). When a positive outlook and motivation are strong, fear is weak. When people are motivated and have a goal to work toward, fear is diminished.

Driving out fear in the workplace includes a number of different challenges. It involves breaking down the class distinctions between types of workers within the organization. It involves eliminating gossip and ceasing to blame employees for problems of the system. Management should be responsible for faults of the system. People need to feel secure to make suggestions. Management must follow through on suggestions (Deming 202).

Management by fear nourishes short-term performance, annihilates long-term planning, builds fear, demolishes teamwork, nourishes rivalry and politics. It leaves people bitter and crushed, bruised, battered, desolate, despondent, dejected, unfit for work for weeks, unable to comprehend why they are inferior (Deming 102).

Managers feel pressured to produce results at any cost while often finding their own jobs in jeopardy. They feel deserted by a workforce that

seems unmotivated and unwilling to make sacrifices. But, employees see high-level profit-taking at the expense of thousands of jobs; they watch as fellow workers are laid off; they see surviving staff members overburdened with increasing workloads. Employees look over their shoulders, waiting fearfully for the ax to fall. Trust is gone from the relationship, so both parties feel justified in acting in their own self-interest.

When there is a lack of communication in an organization, stress comes from the fear of the unknown. Nobody knows what is going to happen. Fear becomes the only motivation for action-or inaction (Wright 35). Fear is a powerful emotion, yielding anxiety, self-protection, and resentment. Working under a siege mentality, employees are transformed into a sullen and unmotivated workforce (Wright 40).

Sometimes abuse can be hard to recognize. One may feel something is wrong, but a definite cause of the problem cannot be found. Employees may feel stressed, but do not know why. There are no obvious bullies, no clear villains. Sooner or later employees begin to think they are the ones who are out of step and that is their fault. At this point uncertainty looms overhead. Employees begin to question their abilities to do their jobs. Energy evaporates and creativity is lost (Wright 21).

Abuse makes people doubt themselves. Abuse can make competent people feel completely insecure . It can do a lot of damage before people figure out that what is wrong is not their fault (Wright 22).

At one advertising company, for example, the employees were asked to fill out a questionnaire about the company and make suggestions for improvements and changes. People spent hours working on the questionnaires and many of them came up with creative, constructive suggestions. Considerable time was spent analyzing the results. Then the CEO called the employees together for a meeting. As far as he was concerned, the problems that had been identified were caused by the employees themselves, and he reprimanded them for what was wrong with the company. The employees were devastated, and morale sank to an all-time low (Wright 23).

The cycle of hope, expectation, and disappointment is typical of an abusive culture. This kind of corporate abuse is similar to certain types of domestic abuse. Think about the distress that results from the inconsistent behavior of an alcoholic parent. The parent makes a promise to the family, either a pledge to attend AA or some other promise: a vacation, a present, or just a day at the ball park. The family gets excited and hopeful. But, inevitably the promise is broken, the alcoholic lapses after two Alcoholics Anonymous meetings, the vacation never happens, the present is never bought, the day at the ball park never comes. When this pattern is repeated over and over all trust is lost. In corporations inconsistency may lead to distrust and cynicism. This is counterproductive both for implementing goals and for promoting personal growth (Wright 23)



There are many parallels between the family system and the “work family” culture. The leader governs by criticism and blame. Even if, despite obstacles, an employee does a wonderful job, that success is downplayed. In the work environment, as in the family system, people with power make the rules. They design the system in their own image. It is dysfunctional. The “work family” takes on a group identity that begins to display the psychological symptoms of the abuser. Frequently contradictory messages are given, ones that cover up the real emotions underneath. Underneath the contradictory messages lie a variety of reasons for abuse. These beliefs and motivations are at the root of abusive systems, guide the design of abusive structures, and are used to justify abusive behaviors (Wright 59).

CHAPTER V

Nicole M. Griggs

For a great many employees, dominant corporate cultures are a security blanket. They want to belong and if that means putting up with rules, discipline, and a lack of privacy, then so be it. By complying employees are sending a message that this kind of corporate behavior is fine. Companies that fit this profile often claim that employees accept the culture as one of the conditions of work. In fact, this is abuse at its most insidious. Manipulation under a sugar-coated disguise of caring. The family atmosphere is really a sham to control employees. Listed are nine rules for dysfunctional families: (Wright 75).

- 1) It is not o.k. to talk about problems.
- 2) Feelings should not be expressed openly.
- 3) Communication is best if indirect.
- 4) Be good, strong, right, and perfect.
- 5) Make us proud.
- 6) Do not be selfish.
- 7) Do as I say not as I do.
- 8) It is not o.k. to play or be playful.
- 9) Do not rock the boat.

In the context of the dysfunctional corporation, these nine "rules" might look like this:

- 1) Do not discuss the undiscussable.
- 2) Feelings are undiscussable in the workplace.

- 3) Never say exactly what you mean to the person who most needs to hear it.
- 4) One mistake and you are out.
- 5) We will take credit for your good ideas and punish you for your failures.
- 6) Everything you are belongs to the company.
- 7) Do as we say and do not ask questions.
- 8) You are not here to enjoy yourself; you are here to work.
- 9) Do not try to change anything.

The worker's attitude reflects, above all, the attitude of his or her management (Drucker 379). It directly mirrors management's competence and structure. The worker's effectiveness is determined largely by the way he or she is managed (Drucker 380).

The workplace of the future will require leadership, not management. Leaders differ from managers in that they go far beyond the performance of management functions. Typically, managers focus on operating their area of assigned responsibility for efficiency, cost containment, and compliance with delivery schedules. Leaders are also interested in these things, but they go beyond an interest in performance requirements (usually dictated by upper management) to an interest in the effectiveness of their operation in meeting the larger needs of the organization within which they operate.

The ideal boss makes goals clearer, have high standards, delegate, give employees a lot of freedom, treat employees with respect, listen, are there

if needed, and recognize accomplishment. But, they are not “watch dogs” (Maccoby 115).

An accountant said, “My ideal manager would just leave me alone and I’ll get the work done, and you should be there if I need you. They should also recognize my accomplishments” (Maccoby 115).

An air traffic controller said, “He gives us guidance when its needed, otherwise he leaves us alone” (Maccoby 115).

A telephone billing clerk said, “A good supervisor should be seen and not heard except when necessary. You can’t do without them, but they shouldn’t stand over your shoulder” (Maccoby 115).

Individuals use intimidating and threatening behavior as a means of gaining control over other people in situations. Because, intimidation is a common control method that has existed since the beginning of civilization (Heskett 116).

Those who use intimidation to control others may never know the true results of their actions. They fail to recognize the detrimental effect that their behavior has on those around them. Many times they do know the results of their actions and are looking for a specific response in another person’s behavior. The desired response may be fright, terror, panic, compliance, obedience, or submission (Heskett 116).

Employees who feel the effects of intimidation or harassment need an immediate resolution of this situation. If the problem is not resolved, the company, the community, and the victim’s family will also be added to the

victim list. All will eventually suffer the consequences of this unacceptable behavior (Heskett 116).

Fear is a peculiar concept. When people talk about fear, they treat it as a negative emotion that they should not feel. Experiencing fear does not make people feel good about themselves. There is a reason people feel fear, and understanding the purpose of fear includes how to handle it effectively. Generally speaking, fear helps keep us safe. Fear is an instinct that is similar to the need for food and sleep. Feelings of fear are a survival mechanism (Heskett 118).

According to Sandra Heskett, author of "Workplace Violence," "Think about the reason why you don't touch hot stoves. Obviously, you fear getting burned and the pain that will follow. The same is true of hundreds of daily activities that we either do or don't do because we fear the consequences. Fear should not be ignored, but nor should it consume all of your actions and paralyze you. View fear as a warning signal and use it to your advantage" (118).

Teamwork involves developing positive relationships. As a team, each member has feelings; to be productive, they need to feel respected, valued, included, empowered, and excited about being a member of the team. To satisfy these needs, one must invite ideas and opinions, actively listen to one another, offer assistance, share information, encourage participation, and praise outstanding performance. In other words, we need to be

effective human beings. This side of the equation is often overlooked by teams (O'Brien 22).

It is said in "The Practice of Management" that "a manager should always have responsibility for a few more people than he/she can take care of. Otherwise, the temptation to supervise them, that is, take over their jobs or, breathe down their necks, takes over" (Drucker 139). It is also said that supervisors should assist, teach, and help their employees to reach their objectives. The success to which objectives are obtained are based on the spirit of the organization. Good spirit requires that there be full scope for individual excellence. Whenever excellence appears, it must be recognized, encouraged and rewarded, and must be made productive for all other members of the organization. Although the test of good spirit is performance, not conformance, good human relations are essential. Good human relations that are not grounded in the satisfaction of good performance and the harmony of proper working conditions are actually poor human relations and result in poor spirit. This poor spirit affects the success of the manager/employee relationship (Drucker 145).

It is said in "The Practice of Management" by Peter Drucker that "There is no greater indictment of an organization than the strength and ability of the outstanding person who becomes a threat to the group and his or her performance a source of difficulty, frustration, and discouragement for the others. Nothing destroys the spirit of an organization faster than

focusing on people's weaknesses rather than on their strengths, building on disabilities rather than on abilities" (145).

There is no substitute for leadership. Management cannot create leaders. It can only create the conditions under which potential leadership qualities become effective, or leadership will be stifled (Drucker 159).

According to Maureen O'Brien, author of "Who's Got the Ball," "I truly understand the need for results. We all need to remember, however, that when human beings don't feel valued, accepted, and respected, over time they will lose their motivation to produce" (22).

As far as the future of the workplace, the relationship between manager and employee will blur. American labor and American management, traditional adversaries, will become partners. Managerial control will give way to employee self-control. Nearly a century of tradition that dictated the proper roles and relationship of labor and management will be abandoned as outdated and unworkable. Authoritative, directive, and controlling management is dead or dying (Boyett 83). No longer will American managers seek "reliable" performance from workers through forced obedience. Instead, managers will seek to empower employees to achieve maximum performance. Every employee will be treated as a partner with all of the rights and responsibilities of partnership. Workers will have personal responsibility for the quality of the products and services they produce. They will perform their own inspections, identify defects, and causes of poor quality, and make adjustments that they deem necessary

to correct quality problems they detect. Workers will monitor their relations with customers and exercise initiative to respond immediately to customer needs, most of which they will anticipate in advance. They will become flexible, willing to take on any assignment or task in order to see their company succeed. They will learn to adapt and love change (Boyett 84).

Almost any element in the workplace, physical or social, can affect employee well-being: design, management processes, culture, policies, patterns of tasks, peak load demands, and so on. From a workplace perspective, the key for leaders is to seek feedback from users, have models of healthy environments in mind, and take the trouble to treat this issue seriously on a regular basis (Becker 99).

Passing through an employer's door does not alter the importance of mutual respect and justice in human affairs. In structured paper and pencil tests, open-ended questions, face to face interviews, and spontaneous conversations, many hundreds of working men and women testified that accepting a job does not require relinquishing their right to be treated fairly and with civility. No matter what the circumstance, bosses may not abuse others. They may not lie, restrict, or dictate employees' behavior outside the workplace, threaten harm, or protect themselves at the expense of those more vulnerable. Positions of greater power in organizations do not grant license to show favoritism, humiliate, or behave as masters or gods (Hornstein 142).

Reforming the system that creates and sustains abuse is a feasible, vital, and daunting task. Workers' empowerment, basic dignity, and well-being must be reinstated, but this will take time. Meanwhile, employees are suffering every day, all day long. They need, and deserve, defense weapons against the work pressures and the bosses who react to them with downright abuse (Hornstein 144).

Ideally, people, bosses included, should voluntarily refrain from injuring one another. But, tragically, they do not. In that case, workers should be able to pursue corrective measures within their organizations, free from backlash and confident of a fair hearing and appropriate response. Yet they are not. Despite all the talk about worker empowerment and mass participation, statistical evidence testifies that progressive work arrangements have improved the daily lives of very few employees. The system must be changed, reasonably and feasibly, by broadening our concept of the workplace to include and involve the community that houses it. In order to protect their citizens' welfare, communities must insist that organizations bear liability for bosses who conduct and condone harmful assaults on people who work for them (Hornstein 148).

Being committed to a healthy work environment is ultimately nothing more than simply doing good business. It is worth while from a productivity and efficiency standpoint because people can focus better and bring more productive energy to their jobs. It is believed that in the long run it is important that the organization's fundamental identity should be

that of a system that enhances rather than degrades the health of its members. This truly helps make the organization an entity worth maintaining and encourages people to commit their best efforts to its mission (Becker 99).

Whether bosses treat their employees with basic respect or as prey alters both employees' well-being and the growth of successful enterprise. The fundamental requirements of human relationships are not suspended at organizations' front doors, nor are they adaptable to organizational crisis, employee rank, or the designs and desires of those in power. Brutal bosses harm communities both at work and beyond by robbing citizens and institutions of their dignity and productivity. These cannot be tolerated. Bosses who brutalize employees must be outlawed. Bosses everywhere must be put on notice. Communities are watching. There will be consequences (Hornstein 149).

DIAGRAM A
(Roediger 456)

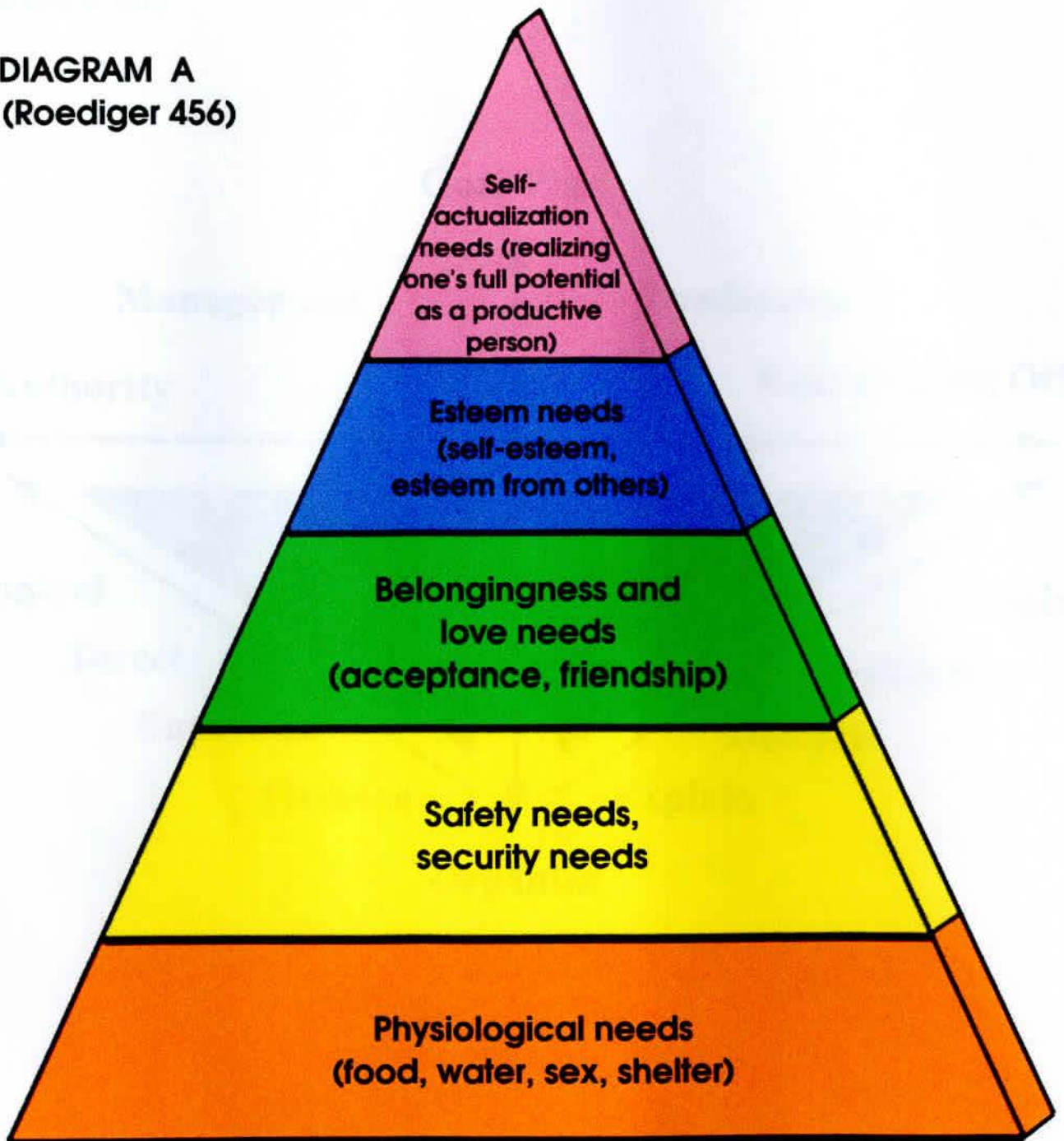


DIAGRAM B
(Carnevale 378)

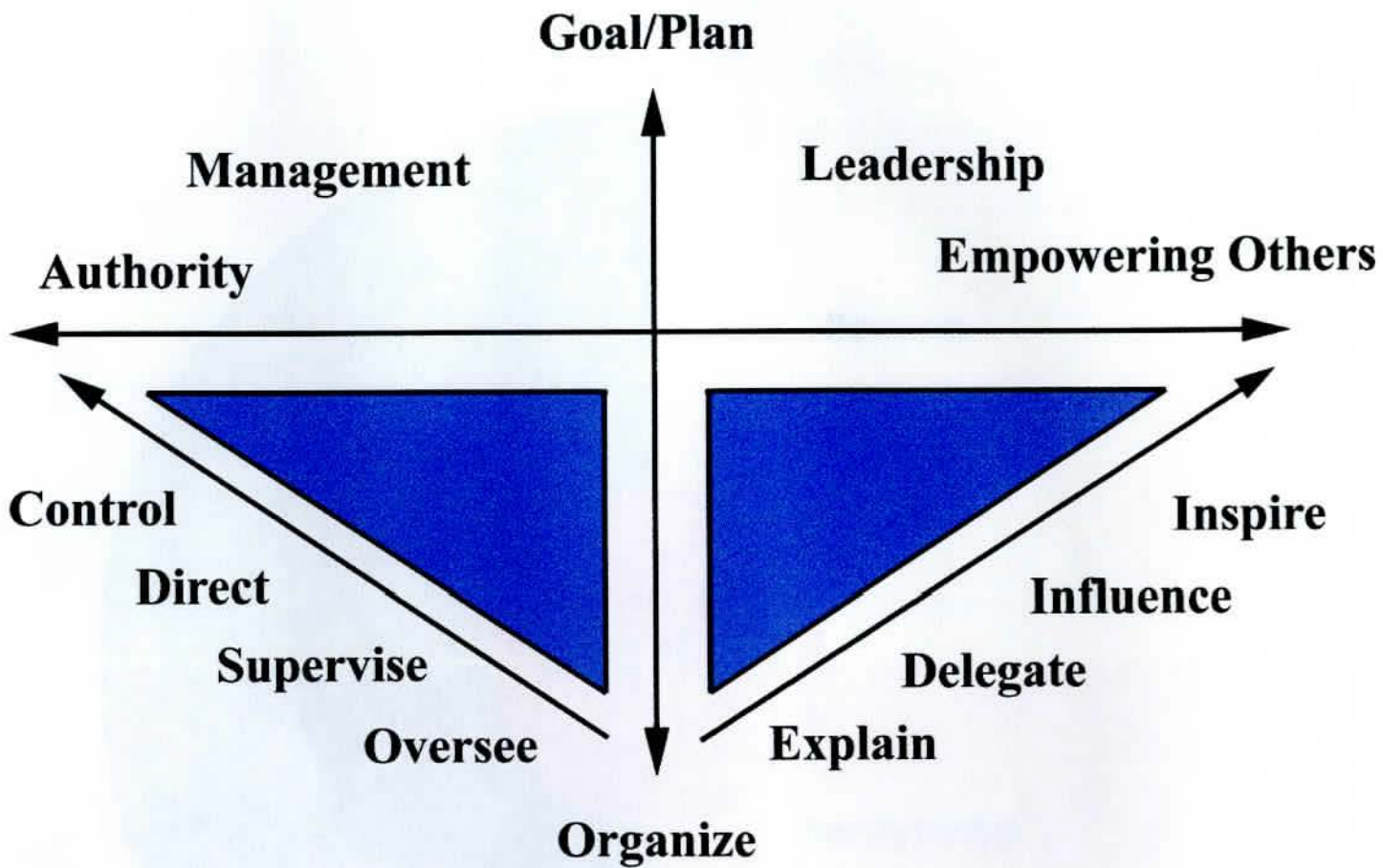
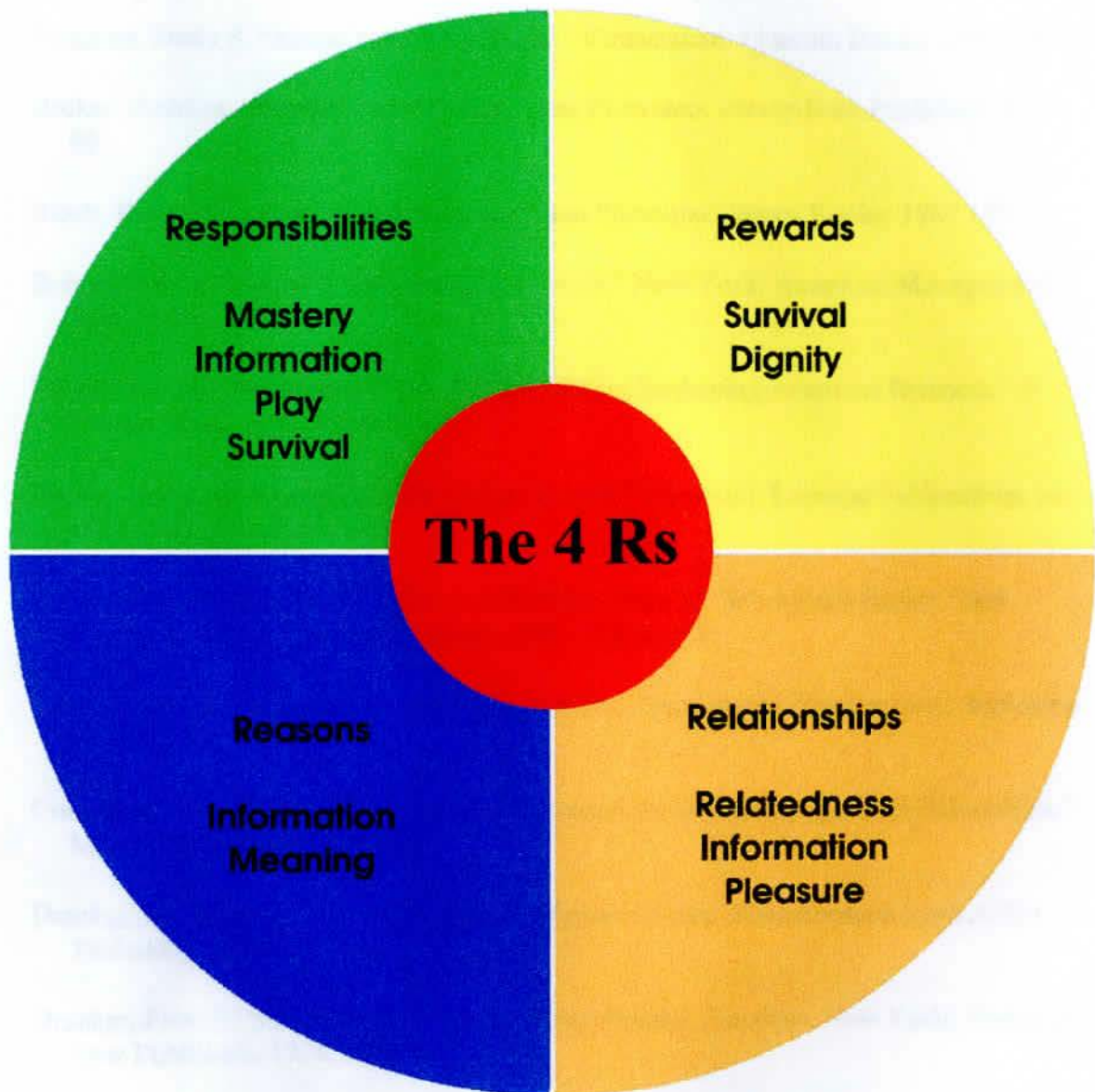


Diagram C

The Motivating Organization



(Maccoby 223)

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