Analysis of
Motivational Attitudes of
Line Managers
Peoples Natural Gas Company
Central Region

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A RESEARCH STUDY

Submitted to the Faculty of the Graduate
School of Creighton University in Partial
Fulfillment of the Requirements for the
Degree of Master of Business Administration
in the College of Business Administration

Omaha, 1972
An Independent Research Study in
Fulfillment of the Requirements
for MBA Course 299

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CHAPTER I

INTRODUCTION

Motivation has been a popular word in practically every businessman's, psychologist's, and sociologist's vocabulary for the past three decades. Many profess a thorough understanding of motivation, while the more experienced admit there is considerable mystery surrounding the interpretation of this complex work that is held responsible for all human behavior. Students of human behavior are not new to this modern day. Man has attempted to manipulate his fellowman for centuries. Some of the earlier documented philosophies of Socrates and Plato1 were directed toward answering this problem and they are still read today in search of a key to great knowledge of man's behavior. Most of these philosophies were introspective in nature whereby the philosophers attempted to understand their own minds and then explain everyone's behavior from that basis, which is certainly a small sample by today's standards. Other doctrines were intuitive in that their proponents claimed certain truths were self-evident and formed the basis for man's behavior.

In their own right, there was some merit in the early attempts to determine why man acts and reacts, as they offered some rules and

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guidance at a time when there were none. Many of the early philosophies (slavery and proletarianism) actually lasted hundreds of years, as the foundation of contemporary theory of human behavior had its beginning less than one hundred years ago when the then new sciences of psychology and sociology started in earnest to determine, through valid experiments, the cause and effects of human behavior. Formal experiments concluded human behavior was triggered by desires, tensions, reflexes and impulses. All of these causes were eventually consolidated into a common term—drives, which was accepted as the basis of all human behavior until the 1940's when the watchword became motivation.

It was at this same time, in the aftermath of the Great Depression, Federal Legislation, and the rapid growth of unionism, that business was literally forced to become more involved in human relations. Earlier studies in business and the above mentioned social issues made it obvious that employee actions could no longer be controlled by reward or punishment, a management tool which was very popular for many decades and is still accepted by many businessmen today.

Actually, business is a novice in motivational interest and studies. The first committee for human relations in industry was not formed at the University of Chicago until 1943, and the Labor and Management Center at Yale, under E. Wright Bakke, was only organized in 1946. We are less than thirty years away from the acceptance by a multitude of industries of formal studies in human relations and the term—motivation.

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3Ibid.
Business must accelerate its efforts in this field if the challenges of social change are to be met by the year 2000, which also is less than thirty years away. The heightened interest in the past three decades has caused the emergence of a multitude of theories in business, many of which have been proposed as the answer to all personnel problems—several of the theories have been widely accepted and very useful as stepping stones from the traditional attitude of "The Carrot and The Stick" to the most advanced theories being revered today.

Theories are fine in the academic world; however, in order to be of value to the real world of business, they must lend themselves to some direct practical application. An attempt to make this type of application will be done in this paper. An autonomous functioning organization has been selected upon which to perform this study. This group has a definite requirement for highly motivated line managers in order for it to function well, and to continue to function well in the future.

The organization chosen for study is the Central Region of Peoples Natural Gas Company. In this paper an attempt will be made to indicate the significance and, in some way, quantify the motivational aspects that are currently prevalent throughout the organization. Peoples' managers are considered to be fairly isolated. This isolation is further emphasis of the fact that these managers need to be highly motivated in order for the company to benefit as it should. Their performance is critical to the profit picture PNG will realize. If these managers do not feel that they are doing a meaningful job, the profit picture could be seriously hampered.

Although profits are of major importance, there are also other
areas that the attitudes of managers can seriously affect. These areas consist of public relations, customer relations and the feeling of the business community towards Peoples within the community it is serving. A manager with a poor attitude could seriously affect PNG's standing in these areas with little or no effort. More and more as time goes on relations in these areas become of more importance. As regulation of the industry increases these areas take on major significance. If these areas are not given adequate attention, the profits made in the community may be completely eliminated as regulatory agencies step in and take a hand.

Peoples' organization, as is prevalent in the Central Region, consists of nine divisions. These divisions are spread throughout Peoples' properties in Iowa and Nebraska. Within the nine divisions there are thirty-five reporting units. These thirty-five units are headed by a District or Local Manager and are spread throughout seven of the nine divisions. The remaining two divisions are located in two large towns, these being Dubuque and Council Bluffs. The organization of these two units consists of a Division Manager and a staff to serve these particular communities. This staff contains supervisory personnel who, although they do not have direct profit responsibilities, can have a major affect on the profits of the Division. These personnel are involved in the community and do have a direct affect on the public relations and customer relations throughout the community. A chart of Peoples Central Region line organization is shown in Figure 1.

In total, the Central Region of Peoples Natural Gas serves 159 towns. These towns are broken down or spread throughout the thirty-five reporting units referred to above on the basis of from four to eight
FIG. I.— ORGANIZATION CHART FOR PEOPLES NATURAL GAS CO., CENTRAL REGION.

DIV. MGR. SOUTHERN NEBRASKA

DIV. MGR. NORTHERN NEBRASKA

DIV. MGR. COUNCIL BLUFFS IOWA

DIV. MGR. SOUTHWEST IOWA

DIV. MGR. NORTHEAST IOWA

DIV. MGR. CENTRAL IOWA

DIV. MGR. EASTERN IOWA

DIV. MGR. NORTHEAST IOWA

DIV. MGR. DUBUQUE IOWA

REPORTING UNITS (5)

REPORTING UNITS (6)

FIRST LEVEL SUPERVISOR (6)

REPORTING UNITS (4)

REPORTING UNITS (3)

REPORTING UNITS (4)

REPORTING UNITS (3)

REPORTING UNITS (7)

REPORTING UNITS (6)

FIRST LEVEL SUPERVISOR (5)

TOWNS (24)

TOWNS (23)

TOWNS (3)

TOWNS (29)

TOWNS (29)

TOWNS (9)

TOWNS (23)

TOWNS (18)

TOWNS (1)
towns per reporting unit. In total, there are ninety-five people spread throughout these towns that have direct or indirect profit responsibilities for one or more towns. In addition, they also have the public relations-customer relations problems and responsibilities with each community.

It can be seen that employee motivation is of major significance to management throughout Peoples organization. A substantial argument can be made for the fact that an employee's motivation is of more importance than his technical ability. Satisfactory operational and administrative techniques can be developed by a properly motivated individual. The affect this man will have on his area of responsibility will be totally greater relative to Peoples Natural Gas interests than if a poorly motivated but satisfactory operational and administrative individual were in charge. The poorly motivated manager's customer and public relations would most certainly suffer since a person's attitudes are almost directly related to his performance in these areas. Also, the poorly motivated manager could easily slip into marginal operational and administrative practices if his motivation continues to be bad. It can then be concluded that an individual manager's motivation is of major significance to the degree of success Peoples Natural Gas can expect to realize in each of its locations.

A useful tool for Peoples management would then be some quantified analysis of the motivational levels of its line managers. The intent of this paper is to make such an analysis through application of one of the modern day motivational theories. The theory selected for use is Frederick Herzberg's "Motivation Hygiene Theory." This theory was

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developed for use in personal interviews and the aspects of this theory have been adapted to a questionnaire. This questionnaire has been used on a mail out basis to solicit the feelings of the line managers regarding the prevailing motivational attitudes relative to their present jobs.

This analysis is presented in detail in Chapter 4. Prior to delving into the detail of this analysis, a short review of some of the modern motivational theories is covered in the next Chapter with Chapter 3 going into the detail of the questionnaire.
There are numerous motivation theories presented in the human relations literature. They vary from the highly theoretical to the more practical and applicable theories. As additional background, a review and comparison of some of the more popular theories would appear to be in order prior to getting to the main objective of analyzing the motivational feelings prevailing in the managers of the Central Region of Peoples Natural Gas.

While the theories are quite varied and complex, the research findings and writings have allowed a convergence and acceptance of some basic ideas about motivation during the past few years that appear to have considerable power among psychologists, sociologists, and business people. The ideas having gained the greatest acceptance are from the motivational theory outlined by psychologist Abraham H. Maslow, a theory that closes most gaps between the behavioral scientists (psychologists and sociologists) and the proponents of motivational theory in the business world. Maslow's theory is a basic stepping stone in the development of the more modern theories.  

Surveys, whether they are in the form of a direct interview or are

accomplished through the use of a questionnaire, have become a popular method for analyzing motivation. Since the questionnaire technique is being used in this paper, a review of some of the more popular organizational surveyor theories will be made. Douglas McGregor, at Massachusetts Institute of Technology, led some of the most able investigators into this field of study. McGregor, in The Human Side of Enterprise, presented his view of participative management and popularized the notion of two competing theories, Theory X and Theory Y. In 1946, Rensis Likert established the Institute for Social Research at the University of Michigan. Likert reported the findings of the program at Michigan in New Patterns of Management and The Human Organization. Another currently popular approach to the study of motivation is that of Frederick Herzberg and his associates. They employ the analysis of satisfaction-dissatisfaction to arrive at a measure of motivation. The following discussion briefly expands on the elements of these theories.

Maslow's Hierarchy of Needs

Maslow's theory of motivation contends all human behavior is performed to satisfy a need or a deficiency. Man is ever wanting, never completely satisfied, and any need that is satisfied is no longer a

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6 Whyte, p. 9.


8 Whyte, p. 10.


motivator. Also, human needs are organized in a series of levels, a hierarchy of prepotency from the most elemental (physiological needs) to those (higher) needs which underlie the advanced development of individuals. Outlined below is a representative listing of the needs that are applicable to the different levels of Maslow's hierarchy:

1st Level: Physiological (Survival)
2nd Level: Safety
3rd Level: Belonging (Social)
4th Level: Self-esteem
5th Level: Self-actualization

The first level of needs includes such items as food, drink, shelter, and sleep. While these needs are generally available for individuals, they are predominant in importance over other needs when thwarted. Unless the circumstances are unusual, man's need for love, status, or recognition are inoperative when his stomach has been empty for a period of time.

When the physiological needs are reasonably satisfied, the needs at the next higher level (safety) begin to dominate man's behavior. He becomes interested in protection from danger and threat. He desires freedom from pain and a stable environment. At this level, the impact of the first line supervisor is felt.

With his physical welfare secure, man's belonging needs start to appear as important motivators of his behavior. He desires association and acceptance by his peer group. He desires secure friendships and love. Business can offer employees a chance to satisfy some of these needs through formal and informal work groups and social activities.

At this point, the work situation begins to take a prominent part
in providing man with the motivational satisfaction he craves. The self-esteem level which is the next level of needs and the most valued by man has to be greatly influenced by the work environment. It offers man the opportunity for recognition and prestige. He can build his self-respect. He can exhibit his competence and knowledge through achievement. Unlike the lower level needs, these are rarely satisfied. Man seeks indefinitely for more satisfaction of these needs once they become important to him.

Finally, the capstone of Maslow's hierarchy of man's needs which is self-actualization. These are the needs for realizing one's own potentialities, for continued self-development, for being creative in the broadest sense of the term. It is important to note that the conditions of modern life give only limited opportunity for these needs to obtain expression. The deprivation most people experience with respect to other lower level needs diverts their energies into the struggle to satisfy those needs, therefore, the needs for self-actualization generally remain dormant.

Theory X--Theory Y

Maslow's hierarchy of needs theory is basically that—a theory. Although it can be related to the business environment, it is not a product of that environment. Douglas McGregor's Theory X--Theory Y makes that transition.

Managers are continually confronted with two competing approaches to the problems of people administration and organization. The first, usually called the classical school of organization calls for clearly defined jobs and authority equal to responsibility with well-established
lines of authority. The second, often called the participative approach, emphasizes the desirability of involving organization members in decision making so that they will be more highly motivated. Douglas McGregor identifies these two approaches as follows:

Theory X assumes that people dislike work and strive to avoid it if possible. This leads to the reasoning that these people must be coerced, controlled, and directed toward organizational goals. Furthermore, most people prefer this type of treatment because of a wish to avoid responsibility and a lack of ambition.

Theory Y is based on the principle that an employee's goals are integrated with that of the employer. A person's desires to be self-directing and to seek responsibility are recognized. The large portion of the population have the capacity to be creative in solving business problems.

It is McGregor's conclusion, of course, that the latter approach to organization is the more desirable one for managers to follow.\textsuperscript{11}

McGregor, in firmly defining these two conflicting approaches, causes confusion for the manager who tries to choose between these two approaches. There are situations where both Theory X and Theory Y can be applied. An erroneous application of either approach, however, will result in non-desirable effects on the organization.

It can be generally stated that there is no one best motivational approach. The best approach depends on the nature of the work to be done. The classical approach—Theory X—can best be applied to a business situation where tasks are highly predictable and there is a need for many formalized procedures. In a situation where tasks must be accomplished through innovative problem solving techniques, the organization can be less formalized and member participation in decision making can be emphasized. The Theory Y approach has greater application in this instance.

\textsuperscript{11}McGregor.
Likert's Systems

As has been stated above, McGregor's Theory X—Theory Y is fairly difficult to successfully adapt to a given business situation. A more adaptable approach is Likert's "Systems" method for rating organizational systems. It is among the forefront of modern management philosophies.

Although Likert works with four discrete types of organizational systems, he emphasizes that these systems represent only four points on the spectrum of system possibilities. These systems are defined as follows with respect to the characteristics of the management approaches utilized:

- System 1 - Exploitive Authoritative
- System 2 - Benevolent Authoritative
- System 3 - Consultative
- System 4 - Participative Group

In applying this approach, an organization is rated relative to where it fits on the continuum from System 1 to System 4 with regard to various operating characteristics. These operating characteristics include character of motivational forces, communication process, interaction influence process, decision making process, goal setting, control processes, and performance characteristics.

To better describe Likert's approach, a further description of the character of the motivational forces prevalent in System 1 versus System 4 is necessary. The manner in which motives are used varies from the use of fear, threats, and punishment under System 1 to personnel being involved in setting goals and improving methods with economic rewards.

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12Likert, New Patterns of Management.
being derived through participation under System 4. The attitudes of employees toward the organization under System 1 are hostile and counter to the organization's goals. Under System 4 these attitudes are favorable and are synergistic in the successful implementation of the organization's goals. Only the higher levels of management feel any responsibility for achieving organization's goals under System 1 while all personnel including the rank and file feel responsible for achieving the organization's goals and actively implement ideas to result in this achievement under System 4.

Each of the operating characteristic areas in Likert's approach offers substantial definition so that any organization's management can be recognized on the continuum between system 1 through System 4. The confusion problem that was related to McGregor's Theory X—Theory Y is not prevalent. This theory does, however, only offers an analysis of the general management approach of the organization. It does not offer a device for evaluating the motivational feelings of the individual employees of the organization.

Herzberg's Motivation-Hygiene Theory

The motivation-hygiene concept of job attitudes was developed by Frederick Herzberg, Bernard Mausner and Barbara Schneiderman as the result of a research study conducted in 1958. This study was designed to test the concept that man has two sets of needs. First, he has a need as an animal to avoid pain. Secondly, he has a need as a human to grow psychologically. The original group studied in 1958 was made up

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of 200 engineers and accountants involved in industries around the Pittsburgh area. In addition to this initial work, there have been a considerable number of additional studies performed that verify these findings.

The basic device utilized by Herzberg and his associates in obtaining the information for development of this theory was individual interviews with the participants. These people were questioned about experiences at work that resulted in definite increases in their job satisfaction. They were also questioned about experiences that resulted in increases in job dissatisfaction. In both instances, the circumstances and factors prevailing at the time were established.

Herzberg originally investigated sixteen separate job attitude factors of which six emerged as being highly contributory to job satisfaction:

- Achievement
- Recognition
- Work Itself
- Responsibility
- Advancement
- Possibility of Growth

These factors relate to what a person does, not to the environment in which it is done.

The job dissatisfiers turned out to be directly related to the environment in which the job is being done. These are:

- Company Policy
- Supervision
- Security
The factors contributing to job satisfaction have been termed by Herzberg as the motivation factors of this theory. The dissatisfiers are termed the hygiene factors. The hygiene factors are related to the conditions under which a job is being done. A good hygienic environment can prevent job dissatisfaction but cannot create true job satisfaction. In order to achieve this true job satisfaction, the job being performed must make available to the individual performing the task adequate opportunity to experience the motivation factors.

Because salary receives so much emphasis throughout the business community, it can be singled out to illustrate the difference between motivating factors and hygiene factors. A hygiene factor can be characterized by a physical need such as hunger. Once man has eaten, he has satisfied this need, but only temporarily. The same is true with regard to salary. An employee that is desirous of a raise will not be satisfied until he gets it. This satisfaction, however, will be of short duration as after a period of time he will desire additional money. The satisfaction derived from advancement as a recognition of achievement will be much more lasting and fulfilling and will achieve psychological growth in the employee. This growth is desirable so that the level of maturity of the employee raises. The hygiene seeker is motivated to seek relief only of dissatisfaction. He has not matured in his personal development to the point where the need for self-actualization is active. The motivation seekers, however, are the type of employee desired and
the environment that this type employee finds agreeable should be the environment cultivated by management.

Herzberg's approach to motivation is applicable to all employee levels. It should not be exclusively applied to any given group. The primary sources of job satisfaction for all employee levels are achievement and recognition.

The point has, therefore, been reached whereby employee motivation can be measured through the use of a proven theory. There is no need to continue to deal with motivation in the general terms of Maslow, McGregor, or Likert. Herzberg has presented us with a tool that can quantify the individual attitudes of an employee with regard to motivation. These quantified attitudes can then be analyzed on an individual or group basis to specifically identify the motivational and hygiene areas in which a company is deficient. This then allows formulation of a definite plan to correct deficiencies that have been discovered.
CHAPTER 3

QUESTIONNAIRE DESCRIPTION

As mentioned earlier, Herzberg's theory has been quantified in the form of a questionnaire. This questionnaire was developed by a group of students at the University of Nebraska at Omaha Psychology Department. Their overall objective in the development of the questionnaire was to produce a reliable instrument that accurately reflects Herzberg's theoretical approach to motivation. This was satisfactorily done with the final product being the questionnaire used to produce the study results discussed in the next chapter. A copy of the questionnaire can be found in Appendix A.

Questionnaire Make-Up

This questionnaire consists of sixty questions, five per factor of Herzberg's theory. Appendix B contains the Key as to what questions are associated with the various factors. The factors considered are as follows:

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<th>MOTIVATOR FACTORS</th>
<th>HYGIENE FACTORS</th>
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<tr>
<td>Achievement</td>
<td>Company Policy</td>
</tr>
<tr>
<td>Recognition</td>
<td>Co-Workers</td>
</tr>
<tr>
<td>Possibility for Growth</td>
<td>Supervision</td>
</tr>
<tr>
<td>Advancement</td>
<td>Working Conditions</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Security</td>
</tr>
<tr>
<td>Work Itself</td>
<td>Status</td>
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</tbody>
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\(^{14}\) J. R. Nevotti II, K. H. Olson, J. S. Stephenson, An Employee Attitude Questionnaire Based on Herzberg's Motivator-Hygiene Theory, Department of Psychology, University of Nebraska at Omaha (Omaha: By the authors, 1969).
There is a discrepancy between the above twelve factors and the sixteen factors originally outlined by Herzberg. The following four original Herzberg factors were eliminated or combined with other factors: salary, interpersonal relationships with subordinates, interpersonal relationships with superiors and factors in personal life. The first factor, salary, was omitted because it is a complex variable which often contributes to both job satisfaction and job dissatisfaction. The second two factors were condensed into the co-workers factor, hence this factor concerns all of an individual's co-workers and the last of the missing four factors was omitted as it is considered to be outside of either the context or the content of the job.

The factors selected as outlined above are further defined as follows:¹⁵

**MOTIVATOR FACTORS**

(1) **Achievement:** Achievement is considered to be the opposite of failure, also the absence of achievement. Achievement examples would be successful completion of a job, solution of problems, indication of a job well done and seeing the results of one's work.

(2) **Recognition:** Major criterion for this category was some act of recognition of the person speaking to another person. This could be a supervisor, a peer, a customer or a professional colleague in the same group. Recognition would entail some act of notice, whether it be praise or blame. Acts of criticism or blame are defined as negative recognition.

(3) **Possibility of growth:** This includes the likelihood that the individual would be able to move onward and upward within his organization. It

also includes a situation in which he is able to advance in his own 
skills and in his profession.

(4) Advancement: This category concerns itself only with an actual change 
in a person's status or position in the company. A definite upward 
change in status and an increase in responsibilities of the person 
would be considered an advancement.

(5) Responsibility: This category would denote or is denoted by sequences 
of events in which a person would feel that he is deriving satisfac­
tion from the fact that he is being given responsibility for his own 
work, or for the work of others.

(6) Work Itself: This category allows the person who is always doing the 
physical tasks and enjoys their accomplishments by trying to indicate 
so in his answers to questions.

HYGIENE FACTORS

(1) Company Policy: This category describes both overall company polic­
ies relative to relations in the market place as well as adminis­
trative policies. These could be actual written company policies 
or they could be inferred policies by supervisory personnel and 
management.

(2) Co-Workers: This category includes references to all personnel with 
which an individual works both supervisory, subordinates and peers. 
This would include feelings an individual has for these groups of 
people which would be derived from both a business atmosphere and 
a social atmosphere.

(3) Supervision: This category deals with the technical supervision 
offered by the individual's supervisor. Those items in which the
individual would feel his supervisor competent or incompetent would be considered. The fairness or unfairness of the supervisor could be considered critical characteristics. Questions about the supervisor's willingness or unwillingness to delegate responsibility or his willingness or unwillingness to teach would be classified and found under this category.

(4) **Working Conditions:** This category deals with the actual physical conditions surrounding the person's job. The amount of work or the facilities available for doing the work would be included. Physical environment characteristics such as lighting, tools available, ventilation and other environmental characteristics would be included. The amount of time allowed by the supervisor to complete a specific task would describe this category.

(5) **Security:** Items to be considered under this category would be such things as importance of tenure with company, company stability or unstability and the importance a person places upon having job security.

(6) **Status:** Status would be indicated as important to an individual if he would respond to a question such as the importance of being a country club member with a high positive reaction. Another example might be that being assigned a company car was of major significance to an individual.

**Application and Analysis of Questionnaire**

The original mailing to the participants in this study was made up of three parts. As discussed above, there was the questionnaire containing sixty questions. There was an instructional sheet and also
a personal history sheet for each individual to complete as well as the answer sheet pertinent to the questionnaire. A cover letter of introduction and explanation was also included. Appendix A reflects the packet of material as received by the participants.

The basic premise used in the questionnaire was to make a statement of fact and then ask the individual to grade this statement of fact on two bases. First of all, how important this particular item (Part A) was to himself and secondly, rate this statement of fact as to how much he felt the company offered (Part B) concerning this particular piece of information. The scoring of the questionnaire is then basically done by determining the discrepancy each individual has, if any, on each particular item. There are several scores which may be derived from the questionnaire.

1. **Total Discrepancy Score**: Derived by summing the scores in Part A and subtracting from this the summation of the scores derived from Part B. This gives an index of an individual's total job attitude.

2. **Motivator Discrepancy Score**: Derived in the manner described above, however, only the motivator items are analyzed. This provides for a finer breakdown with respect to the manner in which motivator factors contribute to an individual's job attitude.

3. **Hygiene Discrepancy Scores**: Derived in the manner described above, however, only the hygiene factors are analyzed. This provides for a finer breakdown concerning the manner in which hygiene factors contribute to an individual's job attitude.

4. **Motivator Orientation Score**: Derived by summing the scores in Part A for all of the motivator items. This provides an index of the subject's motivator orientation.
(5) **Hygiene Orientation Score**: Derived by summing the scores on Part A for all the hygiene items. This provides for an index of the subject's hygiene orientation.

(6) **Factorial Breakdown**: The discrepancy scores on each of the twelve factors are computed for a large group of subjects within a large organization. Means and medians for each of the twelve factors are computed across the subjects. This method of scoring is intended to emphasize strong and weak points within an organization as perceived by the employees.

Although the information needed to derive the subject scores described in items one (1) through five (5) above are available, these scores have not been derived in this study. The purpose here is not to provide analysis on an individual basis but to indicate the general total feeling in the organization as to whether hygiene factors or motivator factors receive the greatest emphasis. As pointed out above, this allows identification as to the strong and weak points within an organization. In this particular study, the factorial breakdown for individual groups within the organization can be compared to each other or to their relative position within the total organization. This allows the line manager, the Division Manager in this case, to evaluate his subordinates relative to his peer's subordinates which are outside his control. It also allows this Division Manager to make some evaluation of himself relative to his own peer group. In this study, these evaluations are only available to the first line managers. Under proper supervision and control, this type evaluation could be broken down to the last reporting type unit. The following chapter contains evaluations of Peoples' Central Region in total as well as individual evaluations of the first line reporting units.
CHAPTER 4

ANALYSIS

As stated earlier, this chapter will present an analysis of the respondent's answers to the questionnaire. This analysis will be made first of all on a Regional basis by comparing the answers of the three levels of line management that are available. This analysis will then be carried to the Division level with comparisons being made between the two levels of line management represented versus the Regional average for the group.

The Regional analysis is intended to provide an evaluation of motivational and hygiene areas that should be of concern on a general company basis. The individual Division analysis are intended to give an indication of where these areas of concern are concentrated or if the problem is generally occurring in nature.

Regional Analysis

There are three levels of operating line management in Peoples Central Region. These levels in descending order of importance are the Division Manager, District or Local Manager (job title and location on organization chart depends on complexity of the job), and the Local Representative. Each individual filling one of these jobs was offered an opportunity to complete the questionnaire. Ninety-five (95) questionnaires were sent out with sixty-nine (69) responses being received. This represents a positive response in excess of seventy-two (72) per cent.
The responses by job category were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Possible</th>
<th>Received</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division Manager</td>
<td>9</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>District/Local Manager</td>
<td>58</td>
<td>40</td>
<td>69.0</td>
</tr>
<tr>
<td>Local Representative</td>
<td>28</td>
<td>20</td>
<td>71.5</td>
</tr>
<tr>
<td></td>
<td>95</td>
<td>69</td>
<td>72.6</td>
</tr>
</tbody>
</table>

The Regional comparison of responses by category is shown in Figure 2. Although separate discussion of each category is justified, some observations should first be made as to areas in which there are surprising correlation between categories. The most significant of these areas is with the advancement motivation factor. There is a definite discrepancy between the advancement opportunities offered versus those desired by the respondents. This is true for all three levels of management. The District/Local Manager and Local Representative job levels generally show a more severe discrepancy in all categories of hygiene between what is available versus what these individuals desire. This is especially true with regard to the hygiene factors. The discrepancy with regard to working conditions should receive special notice. Working conditions for these job levels apparently leave something to be desired. Discrepancy between the Division Manager level and the lower level jobs drops off in the motivational area except with regard to recognition. Here again the discrepancy is significant. These people apparently feel they do not receive the recognition due them for the job they accomplish.

**Division Manager**

As indicated, a 100 per cent response was received from this category. The educational background of these individuals indicates seven of the nine have college degrees with one having an advanced
FIG. 2.—REGIONAL ANALYSIS OF ALL MANAGEMENT LEVELS

- HYGIENE
- SECURITY
- COMPANY POLICY
- STATUS
- SUPERVISION
- CO-WORKERS
- WORKING CONDITIONS

- MOTIVATORS
- ADVANCEMENT
- ACHIEVEMENT
- RESPONSIBILITY
- GROWTH
- JOB INTEREST
- RECOGNITION

LEGEND:

--- DIVISION MGR.
--- DISTRICT MGR.
--- LOCAL MGR.
business degree. All have high school educations.

This category shows a higher amount of satisfaction with the hygiene factors. The largest discrepancy occurred with the supervision factor. This would not, however, appear to be significant especially when compared to the discrepancy related by the positions subordinate to the Division Manager. The motivation factors show a somewhat greater discrepancy than did the hygiene factors. The advancement factor is the most significant as was previously discussed. They also show a fairly significant discrepancy level with regard to achievement and responsibility and then show increasing satisfaction in the areas of growth, job interest, and recognition.

District/Local Manager and Local Representative

These job categories will be discussed simultaneously as they correlate fairly closely in both the hygiene and motivation areas. The response of both these categories approximates 70 per cent. The educational background of these individuals is as follows:

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>91.5</td>
</tr>
<tr>
<td>Business School</td>
<td>31.7</td>
</tr>
<tr>
<td>College (less than 4 years)</td>
<td>20.0</td>
</tr>
<tr>
<td>College (4 years)</td>
<td>3.3</td>
</tr>
</tbody>
</table>

The hygiene factors discrepancy scores indicate a definite amount of variance between what is available and what is desired. The most significant areas relate to supervision and working conditions. The Local Representative also shows a significant amount of dissatisfaction with regard to company policy.

The motivation factors show the largest discrepancy in the area of advancement. Apparently it is felt that advancement opportunities
do not correspond to what is desired. All the remaining factors show a significant amount of discrepancy with the most severe being recognition and growth. The recognition problem could be a result of the fact that these people are generally remotely located from their superiors and, therefore, do not feel they are duly recognized for their efforts.

**Division Analysis**

The responses of the District/Local Managers and Local Representatives have been recorded by Division. These responses will be analyzed on a Divisional basis for major variations from the Regional averages as were just discussed.

Although there are nine Divisions in the Central Region, an analysis of each Division by job category cannot be made due to the poor response received from some Divisions in one category or another. Also, an analysis will be made of only the first level supervisors in the Dubuque and Council Bluffs Divisions as additional supervision levels were not afforded an opportunity to answer this questionnaire.

**Dubuque Division**

An analysis has been made of this Division although it cannot be considered to be truly representative of the actual employee attitudes. This is true since only two of the five possible respondents answered the questionnaire. The analysis can be found in Figure 3.

It is interesting to note that the respondents that did answer reflect attitudes of significantly lower discrepancy than the Regional average.
FIG. 3.—DUBUQUE DIVISION FIRST LEVEL SUPERVISOR ANALYSIS

HYGIENE

SECURITY

COMPANY POLICY

STATUS

SUPERVISION

CO-WORKERS

WORKING CONDITIONS

MOTIVATORS

ADVANCEMENT

ACHIEVEMENT

RESPONSIBILITY

GROWTH

JOB INTEREST

RECOGNITION

LEGEND:

--- REGIONAL AVERAGE

--- DIVISION AVERAGE
**Council Bluffs Division**

The graphical analysis of this Division can be found in Figure 4. Generally the attitudes of the respondents parallel quite closely the Regional average. Areas of concern would be the hygiene factors of co-worker and working conditions and the motivation factor of advancement. It is interesting to note that the remaining motivational factors all drop below the Regional average.

The average age of the respondents is 50 years. The educational level of all respondents reflects a high school diploma with four out of the six having business school or college education.

**Eastern Iowa Division**

The only group with adequate response to justify analysis is the District/Local Manager group. The average age of the respondents is 39.8 years, with the educational level being a high school diploma in all cases, and three out of the four having some business school or college training.

The graphical analysis of these responses can be found in Figure 5. The average discrepancy score for each of the hygiene and motivation factors is less than the Regional average for their peer group. It is significantly lower with respect to the advancement motivation factor. Further investigation should be done, however, before this conclusion is accepted as valid.

**Northeast Iowa Division**

An analysis has been made of both the District/Local Manager and Local Representative categories for this Division. The average age of the District/Local Manager category is 40.7 years. All respondents have
FIG. 4.—COUNCIL BLUFFS DIVISION FIRST LEVEL SUPERVISOR ANALYSIS

LEGEND:

--- REGIONAL AVERAGE
--- DIVISION AVERAGE

HYGIENE

SECURITY

COMPANY POLICY

STATUS

SUPERVISION

CO-WORKERS

WORKING CONDITIONS

MOTIVATORS

ADVANCEMENT

ACHIEVEMENT

RESPONSIBILITY

GROWTH

JOB INTEREST

RECOGNITION
FIG. 5.—EASTERN IOWA DIVISION DISTRICT MANAGER ANALYSIS

HYGIENE

SECURITY

COMPANY POLICY

STATUS

SUPERVISION

CO-WORKERS

WORKING CONDITIONS

MOTIVATORS

ADVANCEMENT

ACHIEVEMENT

RESPONSIBILITY

GROWTH

JOB INTEREST

RECOGNITION

LEGEND:

REGIONAL AVERAGE

DIVISION AVERAGE
a high school education, with four out of the six having some business school or college training. The average of the Local Representative category is 36.4 years, with four out of five having high school education and two of the six having some college training.

The graphical analysis of each category can be found in Figures 6 and 7. The District/Local Manager group shows no significant discrepancy difference above the Regional average and they are significantly lower on half the hygiene factors and five of the six motivation factors. The Local Representative group again shows no significant discrepancy above the Regional average and are significantly lower on two of the hygiene factors and five of the six motivation factors. The fact that both groups relate similarly to their respective Regional averages would be indicative of the fact that some common source must be influencing both groups directly or indirectly. This could possibly be the methods of management employed by first level management carrying through to the second and third levels.

Northwest Iowa Division

It was possible to analyze both the second and third level of operating line management for this Division. The District/Local Manager average age is 47.8 years. The educational level of this group amounts to three of the four respondents having high school diplomas. The average age of the Local Representative group is 39.3 years, with only two of the five respondents indicating they had a high school education.

All factors except the hygiene factor supervision are in line with or significantly lower than the Regional average for the District/Local Manager group. The supervision factor deals with the respondent's
FIG. 6.—NORTHEAST IOWA DIVISION DISTRICT / LOCAL MANAGER ANALYSIS

HYGIENE
SECURITY
COMPANY POLICY
STATUS
SUPERVISION
CO-WORKERS
WORKING CONDITIONS

MOTIVATORS
ADVANCEMENT
ACHIEVEMENT
RESPONSIBILITY
GROWTH
JOB INTEREST
RECOGNITION

LEGEND
--- REGIONAL AVERAGE
------ DIVISION AVERAGE
FIG. 7.—NORTHEAST IOWA DIVISION LOCAL REPRESENTATIVE ANALYSIS

HYGIENE
SECURITY
COMPANY POLICY
STATUS
SUPERVISION
CO-WORKERS
WORKING CONDITIONS

MOTIVATORS
ADVEMENT
ACHIEVEMENT
RESPONSIBILITY
GROWTH
JOB INTEREST
RECOGNITION

LEGEND:
- - - REGIONAL AVERAGE
- - - DIVISION AVERAGE
feelings concerning the technical competence as well as the managerial ability of the supervisor. The graphical analysis can be found in Figure 8.

The Local Representative group does not relate to its average Regional peer group nearly as favorably as the District/Local Manager group. Definite problems seem to be prevalent with regard to both the company policy factor and the supervision factor. All motivator factors show significantly greater discrepancy than the Regional average for the same group. The most pronounced of these is the advancement factor.

**Southwest Iowa Division**

Both District/Local Manager and Local Representative groups had enough respondents to permit analysis. The first group has an average age of 42.4 years with all respondents completing their high school education. Five of the eight indicated some exposure to business school, with two of them indicating some college. The Local Representative group all completed high school with two of the four having some exposure to business school.

The District/Local Manager group relates fairly closely to the average of their Regional peer group with respect to the hygiene factors. They do, however, have significantly higher discrepancies for all of the motivator factors. Particular problems relating to each of these factors should be more thoroughly investigated to determine whether there is a common cause for this or the causes are unrelated. The graphical analysis of this group is shown in Figure 10.

The Local Representative group for this Division relates quite closely or is significantly under the Regional average of its peer group. The graphical analysis can be found in Figure 11.
FIG. 8.— NORTHWEST IOWA DIVISION DISTRICT / LOCAL MANAGER ANALYSIS

LEGEND:
--- --- REGIONAL AVERAGE
--- --- DIVISION AVERAGE
FIG. 9. — NORTHWEST IOWA DIVISION LOCAL REPRESENTATIVE ANALYSIS

HYGIENE
SECURITY
COMPANY POLICY
STATUS
SUPERVISION
CO-WORKERS
WORKING CONDITIONS

MOTIVATORS
ADVANCEMENT
ACHIEVEMENT
RESPONSIBILITY
GROWTH
JOB INTEREST
RECOGNITION

LEGEND:
- - - REGIONAL AVERAGE
--------- DIVISION AVERAGE
FIG. 10.—SOUTHWEST IOWA DIVISION DISTRICT / LOCAL MANAGER ANALYSIS

HYGIENE
SECURITY
COMPANY POLICY
STATUS
SUPERVISION
CO-WORKERS
WORKING CONDITIONS

MOTIVATORS
ADVANCEMENT
ACHIEVEMENT
RESPONSIBILITY
GROWTH
JOB INTEREST
RECOGNITION

LEGEND:
—— REGIONAL AVERAGE
—— DIVISION AVERAGE
FIG. II.— SOUTHWEST IOWA DIVISION LOCAL REPRESENTATIVE ANALYSIS

HYGIENE
SECURITY
COMPANY POLICY
STATUS
SUPERVISION
CO-WORKERS
WORKING CONDITIONS

MOTIVATORS
ADVANCEMENT
ACHIEVEMENT
RESPONSIBILITY
GROWTH
JOB INTEREST
RECOGNITION

LEGEND:
--- REGIONAL AVERAGE
- - - DIVISION AVERAGE
Northern Nebraska Division

An analysis for both management levels has been made. The educational level of all respondents in both groups shows a high school degree. One District Manager shows some college training. The average age of the District/Local Manager group was not determined. The average age of the Local Representative group was 40.0 years.

The District/Local Manager group does not show any significantly high discrepancies from its Regional peer group. It does show, however, some favorable lower discrepancies in the hygiene factors of supervision and status and also in the motivator factors of growth and recognition. The graphical analysis is shown in Figure 12.

The Local Representative group shows relatively higher discrepancies for all the hygiene factors. Of major concern should be the supervision and working conditions factors. The motivator factors also show larger discrepancies than the Regional average in the factors of achievement and responsibility. The other motivator factors correlate to a more reasonable degree. These variances can be seen in Figure 13.

Southern Nebraska Division

Here again the response was adequate enough to allow an analysis to be made of both management groups. The average age of the District/Local Manager group is 40.4 years. All members of this group have completed high school, three of five have had some business school, and one has had some college. The average age and educational level of the Local Representative was not determined.

The District/Local Manager group correlates reasonably with the Regional average. It is, however, consistently higher on all hygiene
FIG. 12.—NORTHERN NEBRASKA DIVISION DISTRICT MANAGER ANALYSIS

HYGIENE
SECURITY
COMPANY POLICY
STATUS
SUPERVISION
CO-WORKERS
WORKING CONDITIONS

MOTIVATORS
ADVANCEMENT
ACHIEVEMENT
RESPONSIBILITY
GROWTH
JOB INTEREST
RECOGNITION

LEGEND:
----- REGIONAL AVERAGE
----- DIVISION AVERAGE
FIG. 13.—NORTHERN NEBRASKA DIVISION LOCAL REPRESENTATIVE ANALYSIS

HYGIENE
SECURITY
COMPANY POLICY
STATUS
SUPERVISION
CO-WORKERS
WORKING CONDITIONS

MOTIVATORS
ADVANCEMENT
ACHIEVEMENT
RESPONSIBILITY
GROWTH
JOB INTEREST
RECOGNITION

LEGEND
—○○— REGIONAL AVERAGE
—— DIVISION AVERAGE
factors except the co-worker factor. The only motivator factors that may be of concern would be the job interest and recognition factors. Figure 14 reflects this analysis graphically.

The Local Representative group shows up quite favorably when compared to the Regional average. This is true for all factors as shown in Figure 15.
FIG. 14.— SOUTHERN NEBRASKA DIVISION DISTRICT
MANAGERS ANALYSIS

HYGIENE

SECURITY

COMPANY POLICY

STATUS

SUPERVISION

CO-WORKERS

WORKING CONDITIONS

MOTIVATORS

ADVANCEMENT

ACHIEVEMENT

RESPONSIBILITY

GROWTH

JOB INTEREST

RECOGNITION

LEGEND:

REGIONAL AVERAGE

DIVISION AVERAGE
FIG. 15.—SOUTHERN NEBRASKA DIVISION LOCAL REPRESENTATIVE ANALYSIS

HYGIENE

SECURITY

COMPANY POLICY

STATUS

SUPERVISION

CO-WORKERS

WORKING CONDITIONS

MOTIVATORS

ADVANCEMENT

ACHIEVEMENT

RESPONSIBILITY

GROWTH

JOB INTEREST

RECOGNITION

LEGEND:
— o — REGIONAL AVERAGE
— o — DIVISION AVERAGE
CHAPTER 5

CONCLUSION

The most significant results achieved in this study are those derived on a Regional basis. The discrepancy between advancement opportunities offered versus those desired by all three levels of management interviewed is of particular note. Another problem that is evident from the Regional analysis has to do with the difference between the Division Manager level in their hygiene factor discrepancies versus the District/Local Manager and Local Representative levels. Further study of this problem is probably warranted to determine the exact cause. Answers to these questions would undoubtedly lead to other questions being asked. Although there may always be questions, improvement in the prevailing motivational attitudes of employees will certainly result.

Further refinement of the techniques for using the questionnaire used in this study is necessary in order to derive more meaningful results on the Division and Reporting Unit levels. The results obtained in this study are only useable on a Division basis at best. Such results, however, could be obtained on a meaningful basis down to the lowest unit in the company with proper application. Such application would entail more involvement on the part of the researcher than was justified in this study.
Dear

As you are probably aware, I work in the Technical Service Group of the Regional Staff. My purpose, however, for contacting you is not directly associated with my present position. I am in the process of completing requirements for a Masters of Business Administration Degree at Creighton University. The final course I am required to take dictates that I prepare a research paper in some area associated with the various courses I have taken. I have chosen the area of human relations and personnel motivation.

Enclosed you will find an employee attitude questionnaire which is designed to determine what aspects of your job motivate you to do a better job. I am asking all District Managers, Local Managers, and Local Representatives as well as some selected personnel in the Dubuque and Council Bluffs zones to complete this questionnaire. Although no two individuals will have like responses, there should be some correlation in the various areas on a total group basis. I feel that your answers as a group can be an important guide to management in their efforts towards the continued future growth of Peoples. I will be making the total group results of this questionnaire available to management. I personally feel that you as individuals are the primary agents for the continued growth and success of Peoples.

I have not asked you to identify yourself by name, however, if you desire to do this, please do so. One word on the questionnaire. There are no right or wrong answers. The questionnaire is designed to reflect your feelings as to what factors motivate you in your work environment. Please read the directions closely and let the answers to the questions reflect your honest feelings.

I am looking forward to receiving your responses in the near future. My scheduled completion date for my paper is mid-May, so you can see I am operating on a fairly short time schedule. I would appreciate receiving your completed questionnaire by no later than April 30.

Yours very truly,

Richard F. Coil

RFC:sm
Enclosure
SUPPLEMENTAL DATA

Age ___________________  Current Job Classification ___________________

Length of Time at Present Job ___________________

Length of Time as Company Employee ___________________

Educational Level (Check one)

☐ Grade School

☐ High School

☐ Business or Trade School:*  
(This should include anything similar to the following examples:
Commercial Extension School of Commerce  
Dale Carnegie Courses  
Alexander Hamilton Courses  
Any correspondence type course)

☐ College:*  
(Any college level courses whether correspondence 
or attended should be included)

☐ In-Company Training:*  
(Non-service type courses should be listed such as 
Financial Management, Fundamentals of Supervision, etc).

*Description of Business or Trade School, College Level and In-Company educational courses:
EMPLOYEE ATTITUDE QUESTIONNAIRE

Different things about a job are important to different people. On the following pages there are a number of statements which describe things which might be found on any job. We want to know what is important to you when you think about your job.

Below is a sample question which is very similar to the questions on the following pages. You will note that each question has two parts, (a) and (b). Read each question carefully, then in part (a) indicate how important that item is to you. Next, in part (b) indicate how much of that item your present job provides you with. For example, if having the opportunity to make a lot of money is very important to you, fill in the number five space for part (a). Furthermore, if you felt that your present job gives you very little or a low opportunity to make a lot of money you would fill in the number one space in part (b). Please note that you are to make all of your responses on the separate sheet which has been provided.

SAMPLE QUESTION FROM QUESTIONNAIRE

0. An opportunity to make a lot of money.

(a) How important is this to you?

(low) 1 2 3 4 5 (high)

(b) How much of this is there on your present job?

(low) 1 2 3 4 5 (high)

SAMPLE ANSWER (As Per Answer Sheet)

0. (a) 1 2 3 4 5

(b) 2 3 4 5
Answer as carefully and as correctly as you can. Don't think about a question too long; but rather, put down the first reaction which comes to your mind. The objective of this questionnaire is to determine the factors by which you as an individual are personally motivated. You are motivated by factors not common to any other individual. Groups of individuals may have some common motivating factors but no two individuals are identical.

Remember there are no right or wrong answers. Please use the answer sheet that is provided. (See page 17).

1. Being in a position where I could obtain acknowledgement for the good work I do.
   (a) How important is this to you?
      (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
      (low) 1 2 3 4 5 (high)

2. Comfortable working conditions.
   (a) How important is this to you?
      (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
      (low) 1 2 3 4 5 (high)

3. An opportunity to do things which I can be proud of.
   (a) How important is this to you?
      (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
      (low) 1 2 3 4 5 (high)

4. A chance to work with nice people.
   (a) How important is this to you?
      (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
      (low) 1 2 3 4 5 (high)
5. A chance to acquire further knowledge and skills.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

6. An opportunity to have a good boss.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

7. A chance to take responsibility.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

8. A chance to work for a company which is well thought of in the community.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
9. Having a job which offers a challenge.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

10. Working for a company with a good hospitalization plan.
    (a) How important is this to you?
        (low) 1 2 3 4 5 (high)
    (b) How much of this is there on your present job?
        (low) 1 2 3 4 5 (high)

11. An opportunity to advance to a higher position.
    (a) How important is this to you?
        (low) 1 2 3 4 5 (high)
    (b) How much of this is there on your present job?
        (low) 1 2 3 4 5 (high)

12. Being able to have steady employment.
    (a) How important is this to you?
        (low) 1 2 3 4 5 (high)
    (b) How much of this is there on your present job?
        (low) 1 2 3 4 5 (high)
13. Being in a situation where my ideas would be appreciated.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

14. A chance to have physical safety.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

15. An opportunity to take on a difficult job and do it well.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

16. Belonging to a friendly group of workers.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
17. Having plenty of chances to develop my professional abilities.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

18. A chance to work under the supervision of a good manager.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

19. Freedom to make decisions on my own.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

20. Working for an organization that people think well of.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
21. A chance to be creative.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

22. Opportunity for good fringe benefits.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

23. Opportunity to advance in position.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

24. Being with one company or organization long enough that I cannot be laid off.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
25. Being able to receive recognition for a job well done.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

26. A chance to have healthful surroundings.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

27. A chance to apply myself to something worthwhile.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

28. A chance to work with people who will like me.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
29. Having the opportunity to learn new skills or gain knowledge.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

30. A chance to work for a boss who is fair.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

31. An opportunity to acquire additional responsibility.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

32. Working for a respected company.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
33. Doing the kind of work I feel is really important.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

34. A chance to work at a job which has good hours.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

35. Having a chance to be promoted to a new position.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

36. Having good job security.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
37. Being recognized for the good work I do.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

38. Freedom from chances of pain or injury.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

39. Being able to see the results of my own efforts.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

40. Being a member of a work group which sticks together in their work.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
41. A chance to learn something new.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

42. To get along well with my boss.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

43. To be placed in charge of a job and see that it is done right.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

44. Working for an influential company.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
45. Being able to complete a whole job rather than just a part of one.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

46. Working for an organization that is fair to its workers.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

47. Working in a field in which there is a chance to get ahead.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

48. Having a job where there is little chance of being laid off.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
49. An opportunity to receive sincere praise.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

50. Having plenty of time to get a job done.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

51. Being able to see the results of my work so that I know that I have accomplished something.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

52. A chance to be part of a team.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
53. A chance to add to my body of knowledge.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

54. An opportunity to receive good supervision.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

55. Being responsible for my own work.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

56. Having a job which demands respect.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
57. An opportunity to work at a job which is creative in nature.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

58. A chance to work for a company which provides me with health and life insurance.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

59. A chance to be promoted within the company.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)

60. Working for a company where there is little chance of being fired.
   (a) How important is this to you?
       (low) 1 2 3 4 5 (high)
   (b) How much of this is there on your present job?
       (low) 1 2 3 4 5 (high)
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APPENDIX B
SURVEY KEY

Hygiene factors

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