CONCLUSION

Labour is very essential for the dignified livelihood of a man. The individual who works with an organization for his livelihood harbours some expectations from the management, such as that:

a. Certain personal goals and objectives will be fulfilled as a result of his affiliation with that organization. Wages for securing food, clothing and shelter normally are his expectations, besides many other additional expectations. This expectation is universally true, for people who work to attain their own personal economic, social and psychological objectives. The pursuit of these goals through work is both practical and traditional;

b. He has the right to choose to accept a specific job with a particular organization because such a company will provide him a higher level of fulfillment of his needs and expectations. He in practice chooses the job that brings him either the immediate or long-range achievement;

c. The organization employing the skills and services of a worker has a responsibility to fulfill his reasonable goals and needs. The worker sells his efforts and knowledge in exchange for certain monetary and non-monetary compensation. This he does under an employment agreement or a contract. Such agreement clearly states what each expects of the others as they work together in the organization.¹

The fact of the matter is that now employers do realize their responsibility in fulfilling the worker’s expectations. Where workers cannot have needs satisfied, they may leave the organization more often. While the means to fulfillment, within the organization, may vary, individuals continue to seek fulfillment of their basic needs and expectations.

After an employee has been taken in, his skill and ability to do the job have been developed and his emoluments determined, the next step is to understand why people act as they do, i.e., to understand their behavior. Every individual can and is able to work; but he may or may not be willing to work at all for want of certain incentives, motivations, or a particular work situation or out of mere indolence and lethargy. His willingness to work is based largely on a management’s ability to integrate the interests and needs of its employees with the objectives of the organization. In order to know why an individual is or is not willing to work, it is necessary that a manager should first acquaint himself with the issue as to why an individual responds quickly or remains indifferent to work and becomes uncooperative, indifferent, arrogant, irritating, insubordinate, unfriendly, or acts in an undesirable manner. He should, therefore, know that all human behavior has some cause; and to know this, he must examine the nature of employee needs and the causes that motivate an individual to achieve certain goals or fulfils his needs. Other important fact is that the action of all human beings is goal oriented. Human behavior is directed towards the fulfillment of some aspirations, needs, drives, wants etc. It is, therefore, necessary for the employers to find out the answer to the question “why” or “what is it that makes people do things?”

No manager worth his salt can afford to neglect this aspect of human behavior; if he does, the inevitable behavioural consequences would be an employee’s passivity, his hostility, his refusal to accept responsibility, his
resistance to change, indolence, unreasonable demands for economic benefits, high labour turnover and absenteeism, poor quality of work, fall in production and reduced efficiency, social turmoil arising out of strikes, lock-outs, discontentment, conflicts and cleavages, walk-outs, indiscipline, low morale, withdrawal from work, day-dreaming, wasteful and destructive behaviour, jealousy, irritation, antagonism, annoyance, excessive complaining, bragging and frustration. Unsatisfied employees often become unsatisfied employees.

Figure 7.1

THE MOTIVATION PROCESS

STEP 1

INTERNAL

► OBSERVED ACTION

EXTERNAL SATISFACTION

GOAL ACHIEVEMENT

MOTIVATION

DRIVE

NEED DESIRE

MOTIVE

CREATES TENSION

BARRIER TO ACHIEVING GOAL

REDUCES TENSION

STEP 3

STEP 2
aggressive, and un-co-operative towards the management, and this is often
disastrous for labour-management relations.

To get work from people, the management should:

i. Have full knowledge of human behavior and about the
contribution it has made to organizational development, i.e.,
why it behaves in a particular ways:

ii. Know what satisfies the employees – mere money or
something else. By studying their needs, motives, it should try
to motivate them;

iii. Should provide a congenial working environment, if the
performance of human resources is to be effectively enhanced,
for this will encourage personal growth and development as
well as creative thinking; i.e., the idea should be “to work with
the people, not with things.”

The Three Stepped Approach to Humanistic Management

The Humanistic Management Center advocates a paradigm shift
away from economist views on market activities towards a humanistic
approach. To move from criticism of the status quo towards a fruitful
discourse on alternatives we have developed a three stepped approach
offering guidance and an anchor for reflection on managerial decisions as
well as decision making processes. On the basis of the present study we can
be understood.

These are firstly that we as humans deserve and rightfully expect our
dignity to be respected under all circumstance. Secondly, that ethical
consideration must form part and parcel of business decisions and thirdly
that actively embracing corporate responsibilities is contingent upon initiating and maintaining an ongoing dialogue with stakeholders.

Firstly, that unconditional respect for the dignity of every person is the foundation for interpersonal interaction, including any interactions taking place in business contexts. Part of what makes us human is our shared vulnerability. Investigating humanistic management is therefore based on the fundamental acceptance that the *conditio humana* entails our shared need for protection of our human dignity. Respecting every human being, in all its depth and complexity, as individually unique and collectively worthy of unconditional protection against exploitation is a shared endeavor of societies and all their institutions. We must therefore never view people as mere means of production within economic processes but embrace each and every person as ends in themselves.

Secondly, that ethical reflection must form an integrated part of business decisions. If one follows through an unconditional respect for the dignity of all persons, one must accept that decisions that impact others must be examined in terms of their consequences for all those affected. Humanistic management consequently criticizes one-dimensional managerial objectives such as profit maximization. Economic rationality becomes incompatible with protecting human dignity whenever it leaves no room for the balancing of interests of stakeholders based on the quality of the arguments articulated. When factual power overrides argumentative power - as any paradigm that proclaims the maximization of particular interests demands - those interests that cannot enforce their consideration are excluded and suppressed. However, equally respecting all stakeholders is a necessary precondition of the unconditional respect for the dignity of all persons affected by a company's activities. In short, without the integration
of ethical considerations into managerial decision making, claims of assuming corporate responsibility are little more but a hollow catch phrase.

Thirdly, that seeking normative legitimacy for corporate activities is crucial for assuming corporate responsibilities. This third dimension, which is to be understood as the dialogical extension of ethical reflection on corporate conduct, allows for the aligning of good intentions with activities that have the potential to produce good outcomes. The integration of ethical reflection into business decisions alone can be seen as a monological process in which the decision-maker might, in all sincerity, fail to see the concerns of others, leading to what we may call honest mistakes. Therefore, the third guiding principle - seeking normative legitimacy - is necessary to ensure that the outcomes of (monological) ethical reflection are tested by entering into a dialogue with those who may challenge any aspect of a business's conduct. The solitary managerial decision about whether a certain action is ethically sound is thereby transferred to the "moral site" of stakeholder dialogue, where the manager shares the responsibility with stakeholders to embark on a course of action that is acceptable to all parties.

Humanistic management is the pursuit of strategies and practices aimed at the creation of sustainable human welfare. In combination, these three dimensions promote human flourishing through economic activities that are life-conducive and add value to society at large. Submitting business decisions to these three guiding principles is what we call humanistic management.

**Human Needs**

An ability to understand and influence human behavior postulates a knowledge of the needs of man. According to Norman Maire, a need may be defined as “a condition requiring the supply of relief”, “the lack of anything
requisite, desired or useful.” In the opinion of Kolasa, “A need is a lack or deficit of something within the system or organism.” It can be said that a need is a personal, unfulfilled vacancy that determines and organizes all mental processes and all behavior in the direction of its attainment.

A need is something that is necessary for organisms to live a healthy life. Needs are distinguished from wants because a deficiency would cause a clear negative outcome, such as dysfunction or death. Needs can be objective and physical, such as food, or they can be subjective and psychological, such as the need for self-esteem. On a social level, needs are sometimes controversial. Understanding needs and wants is an issue in the fields of politics, social science, and philosophy.

Needs are not as simple as they are often considered to be. One has to handle many problems simultaneously, immediate needs of hunger, thirst, sleep, shelter, as well as long-range personal goals of job security. Personal needs vary in intensity from person to person and vary daily within the same person. One’s needs tend to develop and enforce attitudes about himself and the world. For some people this complexity of needs make exciting life; for others it makes life too burdensome and difficult.

It is to be noted that when a lack of deficit arises in the individual it is the beginning of a chain of events. Something happens, some behavior occurs, which might engage a person in some activity that is directed toward a goal. Arriving at a goal satisfies the need. On the other hand, unsatisfied needs are the starting points for the understanding of “motivation”. Unsatisfied needs produce tension.

Needs create tensions – mental strain, nervous anxiety, muscular contraction, physiological stretching, cultural stress, chemical changes and social disequilibrium; and these tensions cannot be released till some wants are satisfied. It is these unsatisfied wants that motivate the individual behavior to satisfy needs and thereby reduce tension. When the individual is unable to satisfy needs, frustration is the result. Some people will then react in a positive manner (known as constructive behavior), and others in a negative manner (defensive behavior).

Figure 7.2

NEEDS GIVE RISE TO CONSCIOUS ACTION

INDIVIDUAL
NEEDS (MOTIVATES)
(TENSION)

WANTS PERCEPTION
(TENSION)

ACTION
(TENSION
RELEASE)

INCENTIVES
POSITIVE/NEGATIVE

Needs are interpreted in terms of positive and negative incentives and one’s perception of environment in order to produce a certain action or response. A need for food produces tension in the stomach, and this tension forces one to seek something to satisfy hunger; and when he actually eats something or even takes water or tea, his tension is released and he feels relaxed.

Needs, drives, urges, sentiments, expectations, emotions, wants or motives are often used interchangeably. Needs, drives, tensions, expectations and values, acting inter-dependently, bring about changes in human behaviour. It is, therefore, necessary to understand needs. Every
individual who works with others (e.g. managers) should identify his own personal needs and the needs and expectations of those with whom he works.

*Primary needs:* These needs are inborn, which develop within oneself as a result of the psychological and emotional make-up of an individual and the requirements of the body. Such needs serve some biological functions and are, therefore, also known as biological needs, and include the physiological needs for such things as food, shelter, air to breathe, shelter from the inclemency of the weather, temperature control, rest and relaxation, sleep to overcome fatigue, elimination of body waste, muscular activity, sex gratification and the general well-being of the body as an organism. These needs are vital for the very preservation of human being and for the maintenance of his efficiency at a particular time. If they are not satisfied over a long time, they may prove not only dangerous but fatal.

Safety and Security needs refer to the avoidance of danger, deprivation and harm from the physical environment. Man needs protection, against the attack of an enemy or of a wild animal, protective clothing and warmth (during extreme cold), financial security and security against the hazards of life (against unemployment, old age poverty, war, diseases etc.). These are the needs for a person's self-preservation and for the preservation of those dependent upon him.

Kolasa subdivides primary needs into these categories:⁴ Some needs are of a supply nature, providing important elements for balance (of the physical needs of human organism); while others provide for escape from situations that threaten the integrity or stability of the organism, i.e., pain,

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⁴ Ibid. pp. 250-251.
Social needs: These needs may not be as immediate or physical, but they merge early in life and play a vital role.

These are the needs one acquires, learns or adopts through experience with one’s parents, friends, members of one’s group; and these are mostly culturally determined. They are largely a “manifestation of the desire to belong and be accepted by others.” These needs are somewhat nebulous and are often hidden from the individual himself and, they develop as one matures. The examples of these needs are; rivalry, sense of duty, and self-assertion. These needs vary from person to person. In some, they may be strong, in others very weak. They change according to time and circumstances. These needs, in practice, cannot be separated one from the other and are sub-divided into two categories – social and egoistic. Social needs are those which are concerned with one’s relations with others. They indicate how much dependent one person is upon another. These are the needs for companionship, belongingness, affection, the need to love and be loved, co-operation, self-esteem, and the esteem of others. Such needs are affected by styles, fashions, customs, traditions, mores and codes, i.e., by the culture of society. They are generally regarded as carriers of social values. One conforms one’s activities to the generally accepted norms of the society.

The egoistic needs refer primarily to a person’s conception of himself. When such needs are satisfied, they enhance his ego. They are often termed as higher needs because they are usually satisfied only after the basic and social needs have been satisfied. These are of two kinds:

(a) Self-esteem (or self-respect) needs which comprises “feelings of competence, autonomy, independence, freedom, dominance,
achievement, acquisition and retention,” and is based on the concept of dignity. If this need is not satisfied, disgust, inferiority complex and discouragement may result.

(b) The need of actual esteem from others, which comprises the need for recognition and acclamation, appreciation, prestige, importance and status. The satisfaction of these needs may be achieved either through mature and adaptive behavior or by disruptive and irresponsible action.

The satisfaction of these needs leads to a feeling of self-confidence and prestige.

Self-fulfilment or self-actualiation needs, which encompass the ability to accomplish and achieve something in life – to be creative, to develop new ideas, to ensure continues self-development, to meet challenges, to prove one’s worth, i.e., to maximize one’s potential and desire to become what one is capable of becoming. For example, a woman may become an ideal manager, or a singer of outstanding merit, a meritorious author, an athlete, a renowned musician, or a famous mountaineer. In other words, whether a person is a university professor, a corporate manager, or a parent, the drive is to be effective and efficient in the particular role.

Strength of Needs: The strength of some needs trends to appear in a cyclical pattern. For example, the need for food tends to occur regardless of how well it has been satisfied at a given time. The speed of this cyclical pattern can be increased or slowed by influencing the environment. For example, a person’s need for food may not be a high strength unless the immediate environment is changed so that his senses are exposed to the sight and the aroma of food.

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People have a variety of needs at a given time. One may be hungry, thirty and tired, but the need with the highest strength will determine what one should do. For example, one may eat, drink and sleep – in that order. All these tend to be cyclic over a period of time.

**Figure 7.3**

**Multiple Needs**

<table>
<thead>
<tr>
<th>Net Strength</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUNGER</td>
<td></td>
</tr>
<tr>
<td>THIRST</td>
<td></td>
</tr>
<tr>
<td>SLEEP</td>
<td></td>
</tr>
</tbody>
</table>

**MASLOW’S RANK ORDER OF HIERARCHY OF NEEDS**

It is generally not easy to say which of man’s needs are important at a particular time and place. Maslow's hierarchy of needs is a theory in psychology, proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation". Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human development psychology, all of which focus on describing the stages of growth in humans. Maslow use the terms Physiological, Safety, Belongingness and Love, Esteem, and Self-

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Actualization needs to describe the pattern that human motivations generally move through. Psychologists have been considerable thought to this important issue and have tried to fix priorities for them and they have come to the conclusion that when basic needs are satisfied, a person seeks the satisfaction of higher needs. Professor A. Maslow of Brandies University has pointed out that “needs are organized in a series of levels, called the hierarchy of needs or the hierarchy of relative potency.” He has given a need priority at five levels, as shown Figure 7.4.

Figure 7.4

Maslow’s Hierarchy of Needs

Physiological (LOW) Safety (Security) Social (Affiliation) Esteem (Recognition) Self (Actualisation) (HIGH)

Needs, according to Maslow, have a definite sequence of domination, i.e., unless the needs of the lower order are reasonably satisfied, those of the higher order do not dominate.

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Maslow studied what he called exemplary people such as Albert Einstein, Jane Addams, Eleanor Roosevelt, and Fredrick Douglas rather than mentally ill or neurotic people, writing that "the study of crippled, stunted, immature, and unhealthy specimens can yield only a cripple psychology and a cripple philosophy."\(^7\) Maslow studied the healthiest 1% of the college student population.\(^8\)

Maslow's theory was fully expressed in his 1954 book *Motivation and Personality*.\(^9\) He classifies the needs into two distinct levels or orders, viz., lower order needs and higher order needs. The differentiation between two orders was made on the premise that "higher order needs" are internal to the person, while "lower order needs" are predominantly satisfied externally. In lower level needs, Maslow includes the ‘basic physiological needs’ and “safety and security needs.” He regards these as ‘conative’ or ‘striving needs’ i.e., needs which make a person do things. The higher level needs or “growth needs” are concerned with “social needs”, “esteem” and “self-actualisation needs’. Figure 7.5 indicates how the satisfaction of the higher needs is based on the satisfaction of the lower needs and how the number of persons who have experienced the fulfillment of the higher needs, gradually take off.

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\(^7\) Ibid., p. 236.
Maslow’s Need Hierarchy theory stresses two fundamental premises:

1. ‘Man is a wanting animal’ whose needs depend on what he already has. Only needs not yet satisfied can influence behavior. In other words, a satisfied need is not a motivator.
2. ‘Man’s needs are arranged in a hierarchy of importance’. Once one need is satisfied, another need emerges and demands satisfaction
An interpretation of Maslow's hierarchy of needs, represented as a pyramid with the more basic needs at the bottom.10

Maslow's hierarchy of needs is often portrayed in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom, and the need for self-actualization at the top.11 While the pyramid has become the de facto way to represent the hierarchy, Maslow himself never used a pyramid to describe these levels in any of his writings on the subject.

The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. With the exception of the most fundamental (physiological) needs, if these "deficiency needs" are not met, the body gives no physical indication but the individual feels anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. Maslow also coined the term Meta-motivation to describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment.12 Meta-motivated people are driven by B-needs (Being Needs), instead of deficiency needs (D-Needs).

He says, "the physiological needs have to be first satisfied; but simultaneously several needs may be fully or partially satisfied. With the

partial or substantial satisfaction of one of the lower needs, a higher need may slowly emerge....which dominates the organism. And when these in turn are satisfied, again new (and still higher) needs emerge and so on. That is what is meant by saying that the basic human needs are organized into a hierarchy of relative prepotency.”

The human mind and brain is complex and have parallel processes running at the same time, so many different motivations from different levels of Maslow's pyramid usually occur at the same time. Maslow was clear about speaking of these levels and their satisfaction in terms such as "relative" and "general" and "primarily", and says that the human organism is "dominated" by a certain need, rather than saying that the individual is "only" focused on a certain need at any given time. So Maslow acknowledges that many different levels of motivation are likely to be going on in a human all at once. His focus in discussing the hierarchy was to identify the basic types of motivations, and the order that they generally progress as lower needs are reasonably well met.

Besides these five levels of needs, he also mentioned two needs – the cognitive and aesthetic. The former are the needs “to know or to understand, and the manipulation of the environment as the result of curiosity”; while the latter are those which are satisfied by moving from ugliness toward beauty. However, these two needs have been included in the formal hierarchy framework.

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14 Ibid., ch. 4.
15 Ibid., pp. 93-98.
Physiological needs

For the most part, physiological needs are obvious – they are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to function.

Physiological needs are the most prepotent of all the other needs. This is at the lowest level. "Man lives by bread alone, as long as it is not available." Once it is available it ceases to have importance for the time being. Maslow observes: "For a man who is extremely and dangerously hungry, no other interests exist but food. He dreams food, he remembers food, he thinks about food, he emotes only about food, he perceives only food, and he wants only food..... Freedom, love community feeling, respect, philosophy, sexual behavior, may all be waived aside as frippers, which are useless since they fail to fill the stomach. Such a man may fairly be said to live by bread alone." Therefore, the human that lacks food, love, esteem, or safety would consider the greatest of his/her needs to be food.

Air, water, and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection from the elements. The intensity of the human sexual instinct is shaped more by sexual competition than maintaining a birth rate adequate to survival of the species. McGregor adds: "Unless the circumstances are unusual, his needs for love, for status, for recognition, for safety and security are inoperative when his stomach has been empty for a while. But when he eats regularly and adequately, hunger ceases to be an important need. The same is true of other physiological needs of man... the needs for rest,

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shelter, exercise, protection from weather elements.”17 Mahatma Gandhi put it another way: “Even God cannot talk to a hungry man except in terms of bread.” In other words, physiological needs will dominate when all needs are unsatisfied. In such a case, no other needs will serve as a basis of motivation. As Maslow states “a person who is lacking food, safety, love and esteem would hunger for food more strongly than anything else.” Physiological needs, when constantly gratified, cease to exist as active determinants of behavior.

The satisfaction of many of these needs is socially determined. For example, the need for food and sexual gratification are controlled by many laws, taboos and customs.

Figure 7.6

Safety Need when Dominated in the Need Structure


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Safety needs

When physiological needs have been reasonably satisfied, the next higher needs emerge, viz., the safety needs and dominate behaviour. In the absence of physical safety – due to war, natural disaster, or, in cases of family violence, childhood abuse, etc. – people (re-)experience post-traumatic stress disorder and trans-generational trauma transfer. In the absence of economic safety – due to economic crisis and lack of work opportunities – these safety needs manifest themselves in such things as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations, and the like. This level is more likely to be found in children because they have a greater need to feel safe.

Safety and Security needs include:

- Personal security, Avoidance of harm from the physical environment (say, too much cold or heat); need for shelter, protective clothing, artificial warmth and ways of protecting oneself\(^\text{18}\) (from rain or in some natural hazard);
- Building up of a reserve supply of the necessities of life such as stocks of food and large cisterns for water;
- Financial security in the form of pension, insurance of various kinds, savings account, gratuity, provident fund, security of job;
- Protection from wild animals, assaults, murder and tyranny;

• Health and well-being. Safety against war, disease natural catastrophes, crime, societal disorganization, neurosis, brain injury, chronically bad situations;¹⁹
• Safety net against accidents/illness and their adverse impacts
• Protection against arbitrary action, favouritism, discrimination, unpredictable administrative policy. Without the satisfaction of these needs, the physical environment would be very threatening.

Since every industrial employee is in a dependent relationship, safety needs may assume a considerable importance for him. The desire for safety and security is satisfied by the existence of an orderly society, by job security, fringe benefits and welfare programmes.

Love and Belonging, Affiliation or Affection Needs

After physiological and safety needs are fulfilled, the third layer of human needs is interpersonal and involves feelings of belongingness. The need is especially strong in childhood and can over-ride the need for safety as witnessed in children who cling to abusive parents. Deficiencies with respect to this aspect of Maslow's hierarchy – due to hospitalism, neglect, shunning, ostracism etc. – can impact individual's ability to form and maintain emotionally significant relationships in general, such as:

• Getting companionship, associating with someone, having a sweetheart or a wife and children;
• Seeking acceptance by his fellow-being;
• Giving and receiving love and affection;
• Becoming a member of a group, club, society or any other formal organization;

¹⁹ Maslow, A. H., Motivation and Personality, op. cit., p. 34.

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• Co-operating with others. Elton Mayo says: “Man’s desire to be continuously associated in work with his fellows is a strong, if not the strongest, human characteristic;”  

• Protecting one’s child, infant, weak and older people.

When man’s social needs are not satisfied, he behaves in a peculiar way, which often tends to defeat organizational objectives. He resists, becomes antagonistic, unco-operative and even hostile.

Humans need to feel a sense of belonging and acceptance, whether it comes from a large social group, such as clubs, office culture, religious groups, professional organizations, sports teams, gangs, or small social connections (family members, intimate partners, mentors, close colleagues, confidants). They need to love and be loved (sexually and non-sexually) by others. In the absence of these elements, many people become susceptible to loneliness, social anxiety, and clinical depression. This need for belonging can often overcome the physiological and security needs, depending on the strength of the peer pressure; an anorexic, for example, may ignore the need to eat and the security of health for a feeling of control and belonging.

**Figure 7.7**

Social Need When Dominant in the Need Structure

<table>
<thead>
<tr>
<th>Social Need</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological</td>
<td>Safety (Security)</td>
</tr>
<tr>
<td>Social (Affiliation)</td>
<td>Esteem (Recognition)</td>
</tr>
<tr>
<td></td>
<td>Self (Actualisation)</td>
</tr>
</tbody>
</table>

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Esteem

When belonging and affiliation needs are satisfied, then esteem needs arise, “whereby individuals desire a high evaluation of themselves.” All humans have a need to be respected and to have self-esteem and self-respect. Esteem presents the normal human desire to be accepted and valued by others. People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel self-valued, be it in a profession or hobby. Imbalances at this level can result in low self-esteem or an inferiority complex. People with low self-esteem need respect from others. They may seek fame or glory, which again depends on others. Note, however, that many people with low self-esteem will not be able to improve their view of themselves simply by receiving fame, respect, and glory externally, but must first accept themselves internally. Psychological imbalances such as depression can also prevent one from obtaining self-esteem on both levels.

Most people have a need for a stable self-respect and self-esteem. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, recognition, fame, prestige, and attention. The higher one is the need for self-respect, the need for strength, competence, mastery, self-confidence, independence and freedom. The latter one ranks higher because it rests more on inner competence won through experience. Deprivation of these needs can lead to an inferiority complex, weakness and helplessness.

Maslow also states that even though these are examples of how the quest for knowledge is separate from basic needs he warns that these “two hierarchies are interrelated rather than sharply separated”. This means that this level of need, as well as the next and highest level, is not strict, separate
levels but closely related to others, and this is possibly the reason that these two levels of need are left out of most textbooks.

These are higher level needs but have a low priority. "The satisfaction of esteem needs leads to feelings of self-confidence, worth, strength, capability and adequacy, of being useful in the world; but any thwarting of these needs produces feelings of inferiority, weakness and of helplessness which, in turn, give rise to either basic discouragement or else compensatory or neurotic trends." When this is so, an individual may resort to disruptive or immature behavior to satisfy his desire for attention. For example, a child may throw a temper or indulge in a tantrum, and employees may engage in go-slow tactics or in arguments with their colleagues or their boss.

Figure 7.8

Esteem Need When Dominant in the Need Structure

Self-actualization

These are needs which help realize one’s own potentialities for continued self-development and for being creative. Maslow points out that

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“a man generally wants to achieve self-fulfillment; that is, he has a tendency to develop his potential. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming.” To satisfy this need, one may become a good singer, a reputed author, a renowned athlete, an ideal mother or ideal manager.

“What a man can be, he must be.”22 This forms the basis of the perceived need for self-actualization. This level of need pertains to what a person's full potential is and realizing that potential. Maslow describes this desire as the desire to become more and more what one is, to become everything that one is capable of becoming.23 This is a broad definition of the need for self-actualization, but when applied to individuals the need is specific. For example one individual may have the strong desire to become

Figure 7.9

Self-Actualisation Need When Dominant in the Need Structure

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22 Ibid., p. 91.
23 Ibid., p. 92.
an ideal parent, in another it may be expressed athletically, and in another it may be expressed in painting, pictures, or inventions.\textsuperscript{24} As mentioned before, in order to reach a clear understanding of this level of need one must first not only achieve the previous needs, physiological, safety, love, and esteem, but master these needs.

However, as Maslow observes, “the clear emergence of these needs rests upon the prior satisfaction of the physiological, safety, love and esteem needs.”\textsuperscript{25} So these needs do not often have an opportunity for satisfaction because, when primary needs are unsatisfied, the energy of an individual is diverted towards a struggle for the satisfaction of those primary needs, and the need for self-fulfilment remains unsatisfied.

According to Maslow, “the concept of ‘need hierarchy’, the satisfaction of physiology needs which are the most fundamental, results in the safety needs becoming more potent and felt by the individual concerned. Once these are fulfilled, the need for belonging becomes uppermost, an man’s behavior will be directed towards securing a respected place in his group consisting of both his superiors and his equals. Ultimately, the need for esteem and self-actualization comes into play. It is said that a very few realize the fulfillment of these needs, thus assuring the possibility of motivation in all human beings, wherever placed in the management hierarchy.” Hence, Maslow theories that “the various needs are interdependent, with the maximum expression of need for accomplishment and growth emerging with the satisfaction of the more basic needs.”\textsuperscript{26}

\textsuperscript{24} Ibid., p. 93
\textsuperscript{25} Maslow, A. H., \textit{Motivation and Personality}, op. cit., pp. 91-92.
\textsuperscript{26} Ibid., p. 92.
It should be noted that:

i) These needs are interdependent and over-lapping, each higher need emerging before the lower needs have been completely satisfied;

ii) Most people tend to be partially satisfied in each need area and partially unsatisfied; and

iii) Most have a higher satisfaction at the lower need level than at the higher need levels. Maslow, therefore, concludes that “the average citizen satisfies his physiological needs to the extent of 85 per cent; safety needs 70 per cent, belonging needs 50 per cent; energetic needs 40 per cent; and self-fulfilment needs 10 per cent.”

However, the hierarchy of needs does not necessarily follow the pattern described by Maslow; it never applies universally, though it is a typical pattern which operates most of the time. Maslow realizes that there are certain exceptions to this general tendency. For example,

a) When a need has been satisfied for a long time, this need may be under-valued;

b) The emergence of a new need is not a sudden phenomenon but rather a gradual one;

c) In an average person, needs are more often unconscious than conscious;

d) A basically satisfied person no longer has the needs for esteem, love, safety, etc.

The hierarchic theory is often represented as a pyramid, with the larger, lower levels representing the lower needs, and the upper point representing the need for self-actualization. Maslow believes that the only
reason that people would not move well in direction of self-actualization is because of hindrances placed in their way by society. He states that education is one of these hindrances. He recommends ways education can switch from its usual person-stunting tactics to person-growing approaches. Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind.

According to our findings, ten points that educators should address are listed:

1. We should teach people to be *authentic*, to be aware of their inner selves and to hear their inner-feeling voices.
2. We should teach people to *transcend their cultural conditioning* and become world citizens.
3. We should help people *discover their vocation in life*, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.
4. We should teach people that *life is precious*, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
5. We must *accept the person* as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
6. We must see that the person's *basic needs are satisfied*. This includes safety, belongingness, and esteem needs.
7. We should *refreshen consciousness*, teaching the person to appreciate beauty and the other good things in nature and in living.
8. We should teach people that *controls are good*, and complete abandon is bad. It takes control to improve the quality of life in all areas.
9. We should teach people to transcend the trifling problems and grapple with the serious problems in life. These include the problems of injustice, of pain, suffering, and death.

10. We must teach people to good choosers. They must be given practice in making good choices.

The study explains certain errors made by a management. For example:

i. It is a wrong notion that sufficient monetary incentives lead to employee satisfaction. When the physiological and safety needs are satisfied, employees being to yearn for the satisfaction of other needs. Money by itself does not motivate employees to work. The fact of profound significance is, as pointed out by McGregor, that “a satisfied need is not a motivator of behavior”. It is this fact which is constantly ignored by a management in its dealings with employees. What the latter wasn’t is an opportunity to satisfy their higher needs.

ii. A management also errs by believing that social needs represent a threat to organization objectives. Studies have indicated that a closely knit social unit within an organizational structure can be more effective in achieving goals than an equal number of separate individuals performing similar tasks. If these needs of an individual are not satisfied, he behaves in ways that militate against organizational objectives. He becomes passive and does not accept responsibility. Hence, behavioural patterns involving resistance, antagonism, non-co-operation are to be viewed as consequences rather than as causes.
While it is correct in saying that saturated basic needs act as disincentives, (e.g., the highly paid worker is no longer willing to work harder or longer even if incentive wages are offered, but would much rather work for shorter periods and have more leisure), there are certain flaws in this type of reasoning. For the majority of the industrial workers or executives, even the lower needs are never fully satisfied, but only assume varied and more sophisticated forms — such as from an ordinary flat to an air-conditioned one, from a small car to a bigger car, etc. These needs are recurrent and some of them are fairly constant. Again, the industrial scene is hardly conducive to satisfying the self-actualizing needs. In case of highly committed executives, it is not self-actualization which is apparent so much as a highly developed sense of responsibility.

**The Role of a Manager in Iran**

In Iran, as in other hierarchical societies, managers may take a somewhat paternalistic attitude to their employees. They may demonstrate a concern for employees that goes beyond the workplace. This may include involvement in their family, housing, health, and other practical life issues.

It is the supervisor’s job to regularly check on the work of a subordinate and to provide regular constructive feedback. This may include monitoring work quality and the timing of its completion.

*Approach to Change*

Iran’s intercultural adaptability and readiness for change is minimal. This means that change is difficult to bring about and is not received with any enthusiasm. Projects will need to be carefully analyzed every step of the way to assure that all the risks have been assessed and understood.
Failure in Iran causes a long-term loss of confidence by the individual as well as by others. Because of this attitude, intercultural sensitivity is going to be required, especially when conducting group meetings and discussing contributions made by participating individuals.

Approach to Time and Priorities

People in Iran will not want to upset others in order to force adherence to a deadline, and while appointments and schedules need to be set well in advance as a sign of respect for the individual, you need to understand that those schedules are seen as flexible, not necessarily needing to be adhered to.

When working with people from Iran, it’s advisable to reinforce the importance of the agreed-upon deadlines and how that may affect the rest of the organization.

Global and intercultural expansion means that some managers may have a greater appreciation of the need to enforce timescales and as such, agreed deadlines are more likely to be met.

Decision Making

Many companies are family-owned. Decisions are usually made at the top of the company, either by the most senior ranking person or by a small council of senior level staff. Decisions are often reached after discussions with everyone who will be affected. Once a decision is reached, it is handed down to subordinates to implement. Employees do not question the decisions that have been reached. Managers or those in a position to do so will make decisions, while in general their subordinates will wait to be told what to do. Risk-taking is limited to those in decision making positions.
Employees are generally treated with respect. In turn, employees treat their manager with the respect and deference attributable to their position.

Meeting deadlines is often secondary to maintaining personal relationships. Intercultural sensitivity is necessary and you must remember that managers do not publicly chastise employees because it would cause the subordinate to lose dignity and respect.

**Boss or Team Player?**

If you are working in Iran intercultural sensitivity is essential. It is important to remember that reputation plays an important role. The risk becomes amplified in a team or collaborative setting. If you would like to encourage participation it is important first to clearly establish a non-threatening work environment and communicate fully that their participation is desired.

Successful cross cultural management will rely on the individual’s interpersonal skills and ability to maintain cordial relationships with their subordinates.

**Communication and Negotiation Styles**

It takes time for Iranians to become warm towards foreign business people. Until then, they may appear somewhat stiff and formal. Cross cultural management will be more effective when working with the understanding that personal relationships form the basis of business dealings and decisions are made slowly. Iranians are deliberate negotiators who can drive a hard bargain. Do not use high-pressure tactics as they are generally counter-productive. Iranians may display emotion, or even walk out of the meeting, or threaten to terminate the relationship in an attempt to convince
you to change your position. Do not emulate this behavior. Iranians often use time as a negotiating tactic, especially if they know that you have a deadline. Be cautious about letting your business colleagues know that you are under time pressure. Companies are hierarchical.

Manager’s Role in Need Fulfilment

Need fulfillment is the responsibility of the management. Therefore, the managers should know what the needs (current) of the employees are and then should evaluate their legitimacy and finally provide opportunities for their attainment.

The first task before the management is to discover the present needs of an employee. Such needs may vary in intensity with which they are expressed. Observation of a workers’ interest and response patterns may reveal the needs of each worker. Personal conversations with the employees may also reveal these needs. Some times non-directive interviewing, or open-ended invitations to express the interests, goals, etc. may also give an idea about their needs.

Having known the needs, the management is required to take some decision as to how these needs can be fulfilled. In so doing, the cost involved (in money, in time and in human efforts) are taken into consideration; and it is to be decided whether the organization can bear the cost involved. Again, the effects on worker’s behavior, as a result of need fulfillment has also be considered.

Finally, the management thinks of various ways in which needs could be fulfilled. These may be discussed below:
a. Fulfillment of Physiological Needs. Basic needs are fulfilled by providing reasonable wages and salaries with which basic necessities of life may be purchased.

b. The Need for Security can be fulfilled by providing a consistent, fair and concerned attention to the workers. Medical and hospitalization insurance, disability compensation, pension plan, social security benefits, etc., are the measures through which economic security could be provided.

c. The Need of affiliation can be fulfilled by providing for work breaks, arranging organization-wise and department-wise picnics and bouquets; and proper job assignments.

d. Competence Need. The management can help to develop a feeling of competency by properly assessing the capabilities of each employee and giving the worker job assignments within the boundaries of his ability to perform. Necessary training, communication, and material assistance, and feed-back for successful performance can also be provided.

e. The Reputation need is often fulfilled by giving praise for the work done well. Promotion and salary increases based upon merit or techniques such as employee of the week-awards, the giving of some prizes for service rendered, are other forms of management response to the needs of workers for esteem and recognition.

The need for power is generally fulfilled by delegation of authority. The need for achievement can be fulfilled by assigning greater delegation of decision-making duties and assignments of high risk tasks.
The study also concludes

1. When the expectations of the employing organization match those of the new employee, the employee will be more productive in his first year of employment, he will be more satisfied with his work, and he will tend to stay with the organization for a longer period of time than if there were a number of mismatches in the expectations of the two.

2. Individuals and organizations that get more than they want or expect from each other may be as dissatisfied as those who get less than they expect.

3. The more clearly individual employees and employers understand their own expectations, the more likely they are to reach a good match in their expectations of each other.

4. Verbal discussions between prospective employees and employers about their expectations of each other enhance the probability of a good match in the employment agreement and subsequent interactions.