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### Motivating Employees

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# Motivation

*by* Danielle Wiggin

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Motivating Employees

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LD 850 Leadership Integrative Capstone

Granite State College

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**Abstract**

**Table of Contents**

Abstract

Introduction

Literature Review

    What is a nonprofit/for-profit organization?

    Definition of motivation

    Why motivate?

    Theories of motivation

        Maslow's hierarchy of needs

        X/Y Theory (Douglass McGregor)

        Frederick Herzberg's Two-Factor Theory

    Motivators

    Effects of motivating employees on organizations and employees

    Summary

Framework for Analysis

Methods

Results

Discussion

Conclusion

References

## **Motivating Employees**

### **Introduction**

In order for employees to feel empowered and to strive for excellence in their work, motivation, is crucial. Motivation is described as the internal drive and will to do things (Gonzalez Rey, 2015). It may seem like an easy task but it is not always. Individuals all have their own set of core values and it is imperative that an employer know what these are because these values can contribute in determining what motivates employees.

In my organization I do not feel motivated by others. I motivate myself. I have wondered who motivates their employees and if and how they do this, effectively. As a lead teacher, I am responsible for another person (my assistant teacher) and I am learning, myself, how to motivate her to complete tasks, reach her goals, and work towards her full potential. I am hoping to gain more knowledge as to how to motivate people and to educate others with this knowledge that I have gained through my research on how to motivate employees and the effect that this has on the people working for the organization and the organization as a whole.

### **Literature Review**

The literature used for this research was peer reviewed journal articles from the Granite State College library that were peer reviewed in the last five years, a book, and a few case studies that were also taken from the college library and were also peer reviewed within the last five years. The focus of my literature review is motivation and Non-Profit organizations. For this research, I will look at theories of motivation, motivational factors, and the effects that motivating employees have on the individuals and the organization.

### **Organizations**

What is motivation and why is it important to organizations? Organizations can be divided into two categories. For-profit organizations and not-for-profit (nonprofit) organizations. According to Michael Furick, the author of the article titled, *For Profit or Not-For-Profit; An outdated choice*; for-profit organizations have a goal “to maximize financial return to the business’s stakeholders” (Funick, 2013, p. 69). While for-profit organizations work to gain a profit, non-profit organizations also have a goal. Their goal is to achieve “their mission which is usually to improve society or the human condition” (Funick, 2013, p.69). Often, nonprofit organizations receive their funding source, primarily through, the federal government. For the purpose of the research aspect of this paper, I will focus on non-profit organizations that receive their funding through federal grants or appropriations.

Furick states that For-Profit organizations use a specific tax code which allows them to pay taxes but also run their business however their management deems fit. Not-For-Profit organizations have a different tax code which exempts them from paying large amounts of taxes, but they then, have more specific rules and guidelines on how they can operate their business (2013). According to Furick (2013), the tax code given to Not-For-Profit organizations do not



allow them to participate in “profit generating activities, and strictly limit or prevent any financial payments/returns to members of the not-for-profit” (p.69). Distinguishing the difference between these two types of organization will create a better understanding of how to motivate employees within each one of these types of organizations. Iwankiewicz-Rak, the author of the article titled, *The Role of Branding in the Non-profit Organizations*, states that some non-profits can accept donations that would benefit their organization, but most non-profits are under strict guidelines of how they can use their funds (2017). The difference in determining a non-profit organization from a for profit organization is that a non-profit organization “forbid the distribution of profits to owners” (Iwankiewicz-Rak, 2017, p.125). these organizations cannot make a profit off of its services. The services, provided by the non-profit organization, are there to help aid the community in whatever that community needs as far as services go (Iwankiewicz-Rak, 2017).

### **Motivation**

To begin to understand how to motivate employees, understanding what motivation is, is essential. Motivation is the idea of self and social willpower, closely linked to concept of internalization (Gonzalez Rey, 2015). Motivation is defined as “the complex forces, drives tension states, or other mechanisms that initiate and maintain voluntary activity directed towards the achievement of goals” (Tandu, 2016, p.47). Leaders, supervisors, and managers work to motivate their employees. The research asks, how do they do this and what happens when what leaders are doing to motivate their employees is not working?

**Why motivate?** Tomislav Rakić, the author of the article titled, *Hierarchy of Needs and Correlation Connections as an Important Element of Successful Employees’ Motivation*,

discusses the reasons why organizations need to motivate employees. He states that motivation in the workplace is crucial (Rakic, 2017). He writes, that motivation and employee satisfaction help to create an organizations competitiveness, value system and their reputation (Rakic, 2017).

Employees who are satisfied with their work place and its environment creates a positive environment for all employees (Pink, 2009). Organizations who adapt a poor motivational system (rewards, whether internal or external), result in a negative working atmosphere, lack of reliability and trust from employees, and it causes employee moral to be low (Rakic, 2017).

Rakic states that

Certain human behaviors are determined by internal psychological triggers that force them to do something, and therefore, the result of an individual depends not only on his knowledge, abilities, skills, but also on how motivated he is. Thus, it is very important that managers understand the complexity of the personality of each person and to select, adapt and apply appropriate motivational techniques and processes. (Rakic, 2017, p. 62)

Relationships are central in working to determine what each person's needs are and how an employer can meet these needs to establish individual employee's motivators. Getting to know and truly understand employees is the first step in the process of determining what motivates an individual (Gabriela, 2017).

### **Theories of Motivation**

Research shows that many theorists have developed ideas on how to motivate individuals and on the motivational factors that work. Rakic states that the theories of motivation show us what motivation is and gives us a little insight as to what research each theorist has done to represent their theory of motivation (2017). Daniel Pink, Author of the book titled, "*Drive; The*

*Surprising Truth About What Motivates Us*, discusses the progression of these theories in his book (2009).

Pink states that the first theory that was developed was Maslow's hierarchy of needs theory (2009). This theory worked until it no longer did for all the employees all of the time. Because of this, Douglass McGregor created the X/Y Theory. This theory utilized some of the same aspects of Maslow's theory but intertwined some new ideas (Pink, 2009). With the complexity of new businesses and their structures and with people as well, Herzberg's dual factor theory was then created to address these new changes (Pink, 2009). Because every person and every business is unique, individual researchers and case studies have come into light on motivating employees.

**Hierarchy of needs.** Rakic writes about Abraham Maslow and his Hierarchy of Needs Theory that was developed in 1943 (2017). In this theory, Maslow expressed the progression of his needs stating that for individuals to reach their highest potential, their lower needs need to be met first (Rakic, 2017). The needs that Maslow describes in this theory are a hierarchy and have five levels. The first level is the physiological level. In this level, people's needs consist of air, food, water, etc. Abraham Maslow, author of the article titled *A Theory of Human Motivation*, states that for people to be motivated to do anything, they need this level fulfilled first (p.373, 1943). He continues to state that if these physiological needs are not satisfied in the person, then the person will be dominated by the physiological needs and therefore, no other needs can be introduced, they all get pushed to the side because the physiological needs are in the forefront (Maslow, 1943).

The second level that Maslow introduces is the safety level. Rakic states that people need to feel safe in their personal lives as well as feeling safe in the workplace (2017). Maslow writes

in his article about an infant needing to feel safe. He states that when children are put in unsafe situations “getting lost or even being separated from the parents for a short time, being confronted with new faces, new situations or new tasks” (Maslow, 1943, p.378), that they will have a reaction where they scream, cry and cling to their parents. He states that this is also true with adults who do not feel safe (Maslow, 1943). These adults may have differing reactions to unsafe situations, but they are so consumed by the danger that no new needs can be addressed unless these needs are addressed first (Maslow, 1943).

The third level is the love level. In this level, people need love, affection and the need to belong and be a part of a social group. (Maslow, 1949). Maslow states that during this level, people work their hardest to find their place in groups and relationships (1939). People may even forget that at one point in their lives, they hungered for food (Maslow, 1949).

The fourth level, that Maslow introduced, consists of the need for respect. This level also includes self-esteem (1949). Maslow breaks this level up into two subgroups. He states that people need to make achievements and feel adequate first. They then have the need to create a reputation for themselves (1949).

The fifth, and final, level involves people being able to realize their full potential and their abilities (Rakic, 2017). This level is the self-realization level. Maslow defines self-actualization as “A musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. What a man *can* be, he must be.” (Maslow, 1949, p.382). Maslow states that in this level people fill the need of self-fulfillment. They are doing what they are meant to do. (Maslow, 1949). For employees to get to the final level and be motivated by an intrinsic force, all of their other needs, in all of the previous levels, need to be met (Rakić, 2017).

The

needs Maslow describes need to be met in the order he describes and that the goal of the hierarchy of needs is to have a need be met and then to have another (higher) need emerge. The trouble with this is that sometimes individuals get stuck on a level and this impacts their continued growth within an organization (Sparks, 2016).

Christine Winston, author of the journal article titled *An Existential-Humanistic-Positive Theory of Human Motivation*, states that in Maslow's Hierarchy of needs, people are driven to meet the needs of the first four levels (physiological, safety, love, belonging, and esteem needs) but drawn to meet the needs of self-actualization (2016). The higher needs in Maslow's Hierarchy of needs are not motivators to people who are still being motivated by the lower four levels (Harrigan, 2015). Harrigan states, in his article titled, *Replacing Maslow's Needs Hierarchy with an Account Based on Stage and Value*, that if a person is being motivated by the basic level of safety, then they will move onto the next level. If people do not have these needs met (not a safe work environment), they will not be able to go onto the next level and will be stuck on this level until their needs here are met (2015).

**Douglass McGregor's X/Y theory.** In 1960 Douglass McGregor created the X/Y theory (Pink, 2009). Pink states that McGregor introduced some of Maslow's ideas into his theory. McGregor looked at motivation through a business/management lens and adapted a theory through this lens (Pink, 2009). He thought that people can grow, and that people are moved through external rewards and punishments. He believed that people have other higher drives (Pink, 2009). Lawter, author of the journal article, titled, *McGregor's Theory X/Y and Job Performance: A Multilevel, Multi-source Analysis*, states that the X in Douglass's X/Y theory represents managers who have an assumption that certain employees are lazy, have nothing to contribute and who are just there for the paycheck (2015). These employees, therefore, need a lot

more focused supervision (Pink, 2009). Michael Handel author of the book titled, *The Sociology of Organizations: Classic, Contemporary, and Critical Readings / Edition 1*, states that the X in this theory represents managers who motivate, control, and modify employees behavior as to what is best for the organization (2002). He also states that “without active intervention by management, people would be passive-even resistant- to organizational needs. They must therefore be persuaded” (Handel, 2002, p.108). The Y represents managers who assume that certain employees enjoy working, have lots to contribute and need minimal supervisions (Lawter, 2015). According to Douglass, a manager places their employees in one of these two categories. Category X needs a harder approach and Category Y needs a more relaxed approach (Rakic, 2017).

When the managers, in the X/Y theory put their employees into these categories, they are either motivating them to achieve their goals or they are crippling the motivation (Lawter, 2015). Lawter states that when a manager puts an employee in the X category, they assume that they do not want to be there and so they let them do what they came to work to do and do not push them to achieve their goals and reach for new ones. On the other hand, when a manager puts an employee into the Y category of the X/Y theory, they motivate them differently. They motivate them to achieve their goals by pushing them towards achievement (2015). Lawter goes on to write, that because of these assumption, an organization is missing out on undiscovered potential that they are not being able to use in their organization (2015). Furthermore, he states “that if managers enacted practices consistent with Theory Y behaviors, employee motivation would increase, thereby increasing employee job performance” (Lawter, 2015, p.87).

There are challenges with both the X management style and the Y management style (Handel, 2002). The X of “hard” management style creates hostility and creates an environment

where employees rebel and do the opposite of what they are being forced to do by management. (Handel, 2002). The challenges with the Y “soft” style of management, is that people take advantage of it. People begin to do less and expect more in return (Handel, 2002). Parts of this theory worked, and other parts did not, as seen by the challenges listed above. As times changed and organizations become larger and more intense, there needed to be adaptations and amendments to motivational theories. Maslow’s theory still worked and so did McGregor’s but more needed to be done to examine new behaviors and new developments in the workplace (Pink, 2009).

**Herzberg dual factor theory.** The next theory that was developed was Frederick Herzberg’s theory called the Two-Factor Theory (Islam, 2013). In this theory, Herzberg created two factors. Satisfiers/motivational factors and hygiene/dissatisfiers. Satisfiers/motivators are factors that will improve an employee’s satisfaction in the workplace and motivate them as well (Islam, 2013). Hygiene/dissatisfiers are factors can lesson an employee’s dissatisfaction in the workplace (Islam, 3013). Islam lists, in his article titled *Motivation-Hygiene Theory: Applicability on Teachers*, the identifiers that make up each factor. The hygiene factors include items such as “company policy, pay, working conditions, supervision” (Islam, 2013, p.89). The Motivational factors include “work itself, responsibility, recognition, achievement, growth” (Islam, 2013, p.88). These two sets of factors directly correlate to satisfaction and dissatisfaction in the workplace (Tandu, 2016).

Herzberg’s theory states that job satisfaction and dissatisfaction are completely different matters (Tandu, 2016). An example that Islam (2013) describes is “not that low salary can make an employee to feel unhappy; a high salary will make him happy” (pg.88). Pink (2009) further explains that the absence of the hygiene factors “created dissatisfaction, but their presence didn’t

lead to job satisfaction (pg. 18). The satisfiers/motivational factors are an internal drive and they are what satisfy employees and improve their performance in the workplace. Herzberg concluded that the absence of motivational factors, or satisfiers, can lead to an individual not being satisfied at work (Tandu, 2016). Pink states that these factors are the factors that managers should be concentrating on to better motivate and satisfy their employees (2009). Herzberg's theory relates back to motivation in the workplace because he concludes that for employees to be motivated, the satisfiers/motivators need to be the root focus, while the hygiene factors are managed to a degree in which dissatisfaction is at a minimum (Tandu, 2016).

Virender Khanna, author of the journal article, titled, *Measuring Job Satisfaction of Academicians Using Herzberg Theory*, states that the motivators and the hygiene factors that are outlined in this theory, have a direct effect on an employee's motivation and job satisfaction in the workplace (2017). These three theories have started the discussion around motivation and how to motivate employees. Maslow's theory started the discussion about motivation and was the basis for conducting more research into motivation and its factors. As people and businesses change, motivation needs to be further examined by each organization to determine how they will choose to motivate their employees (Pink, 2009).

### **Motivators**

The theories discussed, have brought to light many motivators to look at while working to motivate employees. There are many other motivators that employers can create that will assist employees to reach their goals and their full potential in the workplace. Jyothi, the author of the case study titled *Non-monetary benefits & its effectiveness in motivating employees*, created a list of motivators that can be used by employers. He breaks these down into two categories. These categories are the monetary benefits and the non-monetary benefits that



motivate employees (Jyothi, 2016). Monetary benefits are ones that use money to motivate. Non-monetary benefits do not use money to motivate (Jyothi, 2016). The monetary benefits include “salary and wages, bonuses, financial incentives, promotions, profit sharing, and stock options” (Jyothi, 2016, p. 46). The non-monetary benefits include “appreciation and recognition, delegation, working conditions, job security, flexibility, training, fringe benefits, areas for growth and times to contribute” (Jyothi, 2016, p. 46).

In a case study, Jyothi the benefits with Maslow’s Hierarchy of Needs. Jyothi stated that by looking at Maslow’s Hierarchy of Needs theory,

money incentives plays a greater role, but once the physiological (food, water, shelter, clothing and sleep) and safety needs(health, employment, property, family and social stability) are fulfilled the other needs like love and belonging (friendship and sense of connection), self-esteem (confidence, achievement, respect from others and the need to be unique individuals) and self-actualization (morality, acceptance and your purpose) can be satisfied only through the non-monetary benefits. (2016, p. 45)

Monetary benefits are a short-term motivator. Jyothi states that monetary benefits may motivate people in the beginning but will soon wear off because as individuals grow within the organization their needs change and they will therefore look for other things to motivate themselves (2016).

Along with monetary and nonmonetary benefits used as motivators, a great deal of research looks at internal and external motivators when discussing what motivates employees and how to do so. Magnus Bergendahl, author of the journal article titled, *Ideation high*

*performers: A study of Motivational Factors* (2015), states that there is much research out there that supports the idea that motivators are broken up into two categories; intrinsic and extrinsic motivators. Extrinsic motivators are done for an external purpose (rewards, raises, etc.). Intrinsic motivators come from within and provide employees with pure joy (Bergendahl, 2015).

Harun Gultekin, author of the journal article titled, *The Intrinsic and Extrinsic Factors for Teacher Motivation*, takes a deeper look at what motivates teachers. Gultekin (2014) provides a list of extrinsic and intrinsic motivators of teacher. He states that the extrinsic motivators of a teacher include financial incentive, including raises, and salary, and the atmosphere and environment of the employee (2014). The intrinsic factors that motivate teacher, according to Gultekin, include, wanting to be a part of the bigger picture and being involved in the planning process, and building bonds and trust with management so they can feel safe and secure to take the risks needed to accomplish their goals (2014.) Gultekin concludes, that by motivating teachers, it “increases classroom performance [of students] and accordingly improves schooling and the quality of the school system” (2014, p. 310)

**Effects of Motivating Employees on Organizations and Employees**

As we have read, motivation is a crucial aspect in assisting employees in reach their goals and the goals of the organization. Michelle Pokorny, author of the journal article titled, *Getting to Know Your Employees and What Motivates Them*, states that employees who are motivated by reward and recognition are more productive and more satisfied in the workplace (2013). Rewards and recognition in the workplace also lead to the organization having better customer service and happier customers because their employees are more satisfied (Pokorny, 2013). She also continues to state that these employees stay longer in the organization than other employees. They are retained better (Pokorny, 2013). Pokorny continues by writing, "According to a Society for Human Resource Management (SHRM) 2012 study, for example, companies with formal recognition programs report 63 percent higher productivity and 51 percent increased retention" (Pokorny,2013, p. 45).

**Summary**

Maslow, Douglas, and Herzberg's theories play a role in how to approach the question of motivation. These theories provide managers with an understanding of how to motivate their employees. Motivation, in any organization, is critical for the employees and for the organization. There are many theories as to how managers can motivate their employees. There are also many motivators that managers can use with individual employees and employ within the organization. Employers and managers need to work to find which theories and motivators work for them and for their employees. There are many ways in which they can do this and these ways will be laid out in the results section of this paper. IR

### **Framework for Analysis**

I will be looking at all the theories that I have put into my literature review as I being to examine what motivates people. I want to look closely at either the non-profit sector or teachers (possibly both). These theories listed above are broad and discuss all types of employees. I am hoping to create my own theory as to what motivates teachers in the non-profit sector. I will get my research information through my methodology, described below.

### **Methods**

The primary research for this study is the literature review and descriptive designs, in the form of a survey/questionnaire. I will create question using an online survey application (survey monkey) and send this link out to the people that are in my agency. The goal is to find out what motivates them. I will then be able to look at my results and hope to report them at a staff meeting. I then want to take my finding and create a form for supervisors/managers to use with new employees to gain a better understanding as to what motivates them.

### **Results**

After researching motivation and non-profit organizations, I drafted questions to put into a survey through the website *Qualtrics* (See Appendix A). This survey was sent out via email to 15 teachers who work for Strafford County Head Start, of the 15 that were sent out, eight employees completed this survey. Fifty-three percent of the employees completed this survey and gave data regarding motivating employees. Through these questions, data was collected. Following, is the data that was collected from this survey.

The first survey question was the consent form. (See Appendix). One hundred percent of the participants consented to answering questions in this survey pertaining to them, their organization, and motivation.

The second question in the survey asks the participants if they currently feel motivated in their workplace:

- 5 participants (62.5%) stated that they did feel motivated
- 3 participants (37.5%) stated that they did not feel motivated.

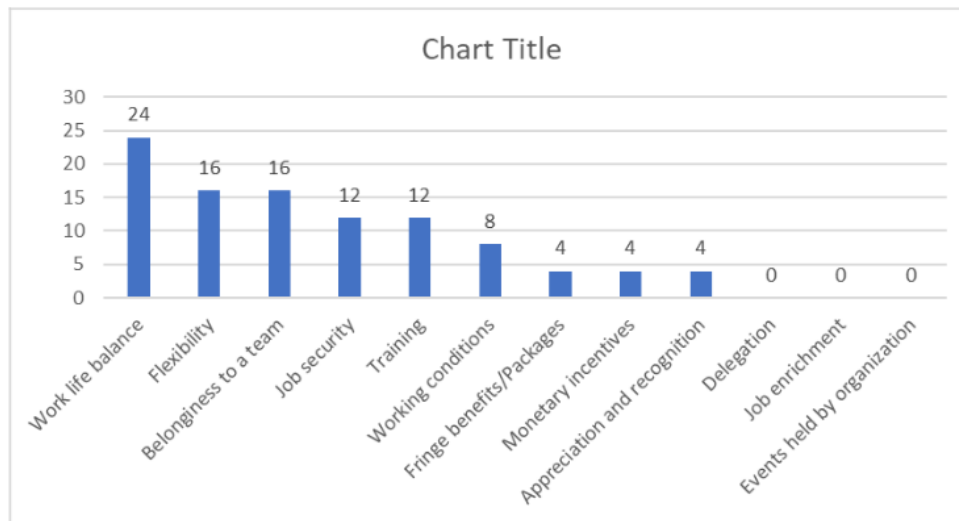
The third question, asked the participants to state which True Color™ they were from the True Colors™ personality test that the entire organization took. The True Colors™ personality test is a test in which participants are asked to look at sets of words and then are asked to rank each set from 1-4. The participants then add up each category and see which color they are. Each color represents a different personality type (Baker, 2014). This personality assessment identifies which color the person is and what their personality traits are. People can view themselves and others. By knowing their color and the people they work with colors. This assessment help people see why people do things and helps people understand themselves and the people that they work with (Baker, 2014). The color blue in this assesment represents people who are authentic and value relationships. Orange people are witty and spontaneous. Gold people are dependable and organized. Green people are logical, calm and analytical (Baker, 2014). According to Baker, every person has a little bit of each color in them, people just have more of one color than others (2014).

- 3 participants stated, they were the color gold.
- 3 participants stated they are blue.

- 2 participants did not answer this question.

Therefore, 50% who answered are gold and the other 50% who answered are blue.

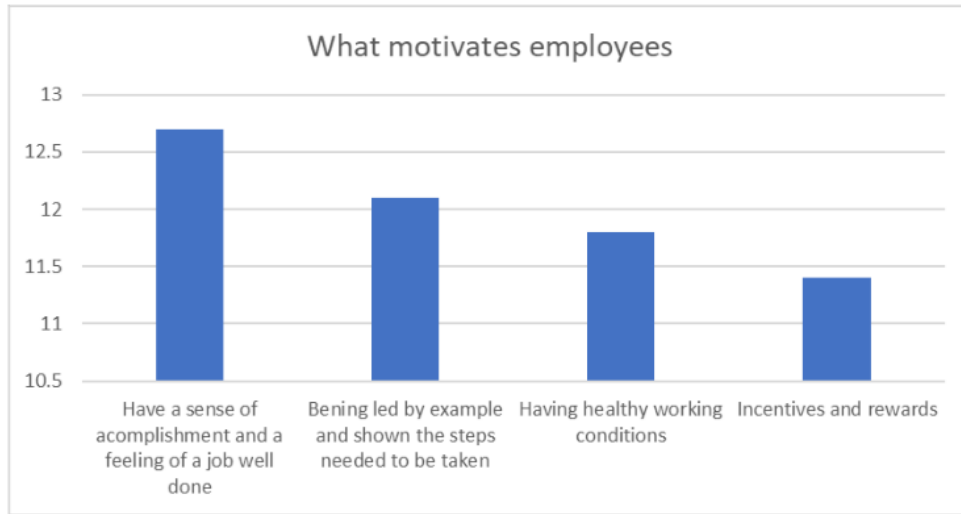
Then, participants were asked to indicate which of the following motivational factors that they see are working within their organization. The results for this question are in the chart below:



The follow up question asked participants if they felt that the motivational factors they selected before, were well utilized in their organization.

- 6 people (85.7%) stated that they felt these factors were used to motivate people to reach their full potential.
- 1 participant (14.3%) stated that they did not think that these factors were used in their organization.
- 1 participant did not answer this question.

Next participants were to order a list of 10 factors that resonate with them in terms of what motivates them best. The first-fourth responses were identified. The data shows that



On the lower end of the scale, (or the demotivators)



6 participants (85.7%) thought/felt that they motivated other people within their organization, while, 1 participant (14.3%) felt that they do not motivate other employees. When asked how people know what strategies to use to motivate other people:

- 7 participants (87.5%) stated that they observe the employees and make predictions as to how to motivate them.
- 1 participant (12.5%) stated that they ask the employees what motivates them.

When asked how the participants know that they are motivating others:

- 3 participants (30%) stated that the employee's goals are being met.
- 7 participants (70%) stated that the employees are taking their own initiative to accomplish tasks.

The last question asked if the participants thought that everyone is motivated by a different strategy or technique. 8 participants (100%) stated that this was a true statement. These are the results from the survey that was sent out to teachers who are employed at the non-profit organization called Strafford County Head Start.

As I gathered all the findings and surveys, I put them into two categories, gold personality types and blue personality types. I began to compare the two types, and this is what I found.

**Discussion**

**Conclusion**



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