



*Evaluating the applicability of Maslow's theory of motivation to ancillary staff*

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## **Evaluating the applicability of Maslow's theory of motivation to ancillary staff**

Louise J. Smith

A thesis submitted in partial fulfilment of the requirements of  
Sheffield Hallam University for the degree of Doctor of  
Philosophy

# **REFERENCE**

April 2003



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## **Acknowledgements**

To my supervisors Ann Macaskill and If Price for their guidance, direction and motivation that has been unwavering throughout the thesis. To all my colleagues at the Facilities Management Graduate Centre at Sheffield Hallam University for their support (both personal and financial) and patience in listening to my experiences of undertaking a PhD over the last four and a half years, whether they have wanted to or not! I hope that the skills and knowledge I have developed during this process can be passed on and put to good use in benefiting the Centre and our clients. Particular thanks goes to the Facilities Management NHS and HE Research Fora Members who granted me access to the ancillary staff in their employment, assisted with questionnaire distribution and collection, organised focus group participants and for sharing their knowledge and experience with me on issues of motivation. To Ryan, my 'thesis widower', who has persevered with my endless nights tucked away studying, and has encouraged and supported me at the most stressful times. And finally to my family for their words of encouragement and faith, especially my Dad who taught me from a young age the value and enjoyment of learning, education and new discoveries on which I now thrive.

## **Declaration**

I confirm that this thesis is the sole work of the author.

Louise Jane Smith

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## **Abstract**

This research considers the applicability of Maslow's theory of human motivation (1943) to ancillary staff in UK National Health Service (NHS) Trusts and Universities (HE). It has been undertaken in response to a request made by managers in these sectors for evidence-based research that could be applied in practice.

Maslow's model of motivation was selected to structure the research, to allow systematic consideration of the nature of staff's motivation and thus also to examine the applicability of the model to ancillary staff. Previous investigations of the theory in the work setting have concentrated on managerial and professional workers, hence one of the contributions to knowledge that this PhD makes is the originality of the workers included. By researching the sample and designing a tool to test the appropriateness of Maslow's theory, new understanding is added to Maslovian psychology, motivation theory and organisational behaviour.

Traditionally research into the motivation of lower waged workers has focussed upon financial rewards (e.g. Thornley, 1996; Unison, 1997) and disregarded other sources. This research challenges such models and explores untapped elements of motivation in ancillary workers that can have practical use for those sponsoring the work and other employers.

Two main premises of Maslow's theory are considered for their appropriateness to the ancillary staff. The first relates to the structure of human motivation into five types of needs that increase in complexity. The second explains the dynamic relationship between these needs determined by their level of satisfaction and importance.

Primary data was largely gathered from NHS ancillary staff using a questionnaire that was then validated in focus groups. The design, application and results of each method are considered in the thesis for testing the appropriateness of Maslow's model. Repeating the questionnaire with a further group of HE ancillary staff examined the reliability of the findings and conclusions made, as did consideration of the data according to gender and work role.

Three of Maslow's five classifications of human motivation were found in the ancillary staff, along with a further need confirmed in each analysis. Safety, Love

& Belongingness and Esteem needs were confirmed in the satisfaction and importance analyses, and Self-Actualisation was to some extent established in the importance investigations. An Institutional Safety need was also repeated that consisted of trade union related items and considered staff's safety in their working terms and conditions. The process of motivation proposed by Maslow was not however supported.

## Statement of Objectives

The aim of this thesis is to consider the motivation of non-clinical ancillary workers in the NHS, following a request by managers for evidence-based research, since previous work in this sector has focussed on clinical staff or those at supervisory and management levels. Explanations of motivation in the field of personality psychology and organisational behaviour have been considered and one model that is considered comprehensive, adaptable and essentially humanist is Maslow's theory of a hierarchy of needs (1943). It has received wide acceptance in many fields from business and nursing to education, but has not been examined in low paid ancillary staff. That gap stimulates a further objective of the thesis: testing the validity and appropriateness of Maslow's explanation for human motivation in a different group of workers. The purposes of the research then begin to merge. Using Maslow's model for an exploration of the motivations of ancillary staff also allows the model to be tested.

The objectives of the thesis are therefore to

- ❖ critically evaluate the theory and consider its application in the work arena;
- ❖ review earlier applications of Maslow's theory in measuring motivation, particularly in the work setting;
- ❖ review the current mechanisms for motivating non-clinical ancillary staff in the NHS, and interpret these according to the hierarchy of needs;
- ❖ gather the motivation of public sector non-clinical ancillary staff within their current work environment using methodologies designed to test all aspects of the theory;
- ❖ ascertain the appropriateness of the theory in measuring the motivation of workers today, almost 60 years after its publication. This will include the nature of motivation and the process that Maslow purported it to follow;
- ❖ provide evidence that the sponsors of the research can apply.

Maslow's original publication of his theory in *Psychological Review* (Vol. 50, 1943, pp 370-396) is the main point of reference for his explanation of human motivation, as well as his later application of this to work setting in *Euspychian Management* (1965). Wahba and Bridwell's paper *Maslow Reconsidered: A Review of Research on the Need Hierarchy Theory* (1976) is a key text that provides a comprehensive overview of earlier work in this field, as is the work of Porter (1961) *A study of perceived need satisfactions in bottom and middle management jobs*,

and Mitchell and Moudgill (1976) *Measurement of Maslow's Need Hierarchy*. I have also built on my previous work in this area for the Research Fora that sponsored the initial research notably - *An Evaluation of Programmes for Staff Motivation* (1998) and *A comparison of levels of motivation across ancillary staff in traditional roles and new roles, across NHS Trusts and Hotels* (1999). All other work used, substantial or incidental, is referenced as cited and compiled in the 'References' section.

The help of my supervisors is noted in the 'Acknowledgement' section as is that received in gaining access to the sample. All other work was solely undertaken by the author.

## **Chapter one**

### **Introduction**

The research described below was developed in response to the call by managers, for evidence of the motivation of ancillary staff. Facilities managers in NHS Trusts and Universities sponsored the work to identify what factors motivate a group of their staff who hold the lowest positions within their vast organisations, spurred by increasing problems with staff recruitment and retention issues. Often managers hold a preconceived idea about staff who are less well rewarded for their work: that they are purely motivated by financial reward. However those that commissioned this research thankfully recognised that there must be more to their staff than simply being financially driven. They wanted evidence-based research of their staff's motivation that could be applied in practice.

The sponsors of the investigations were members of the Public Sector Research Fora co-ordinated by the Facilities Management Graduate Centre (FMGC) at Sheffield Hallam University. The Fora are essentially industry 'clubs' where managers come together to share knowledge with the aim to improve Facilities Management (FM) practice. This is facilitated by FMGC through an annual programme of research that is put together by Forum members and staff at FMGC including myself.

The Forum primarily involved in this research serves the British National Health Service (NHS), but to investigate the reliability of any findings, the investigation was extended to the Higher Education (HE) Forum. An area of research suggested to each Forum proposed to look at the work motivation of non-clinical ancillary staff and was very well supported, with work being commissioned in this area for a number of years (1997-2000). The 'shop-floor' staff responsible for the FM functions of cleaning, portering and catering were investigated for their motivations to work within the NHS and HE organisations.

In order to ensure a structured and robust measurement of motivation across such large samples, a model was sought at an early stage in the research that could be tested in the ancillary staff. There are many content theories in the field of psychology and particularly organisational behaviour that identify the goals and objectives that supposedly motivate individuals, and the managers who sponsored

the work wanted evidence of this. The approach of humanism in psychology argues that humans are driven and motivated by personal growth and development as opposed to involuntary responses to a stimulus, or a series of mental processes. As such it takes an optimistic view of motivation that low level ancillary staff may not have previously been privy to resulting from the basic (financial) presumption of their motivation.

One of the forerunners in this field is A.H. Maslow whose content theory of human motivation (1943) has had, and continues to have, extensive application in the work setting. The theory's principal premise is that human beings have common groups of motivational needs that are satisfied in a hierarchical way. There are five groups of needs from the most basic physiological need for survival, through to the need to be safe from harm, for love and a sense of belonging, for esteem from within and from others, and finally to the ultimate need for growth and development (self-actualisation) that is to become all one is capable of becoming. The needs increase in their motivational complexity from *being* needs that are means-to-an-end and purposiveness, to *growth* needs that are expressing and growing and is the basis for the hierarchical structure. Maslow proposed that the dynamic relationship between the needs is based on the degree of satisfaction and its consequent importance. A need is motivating when it is deprived in that people strive to fulfil the need and once it is satisfied the following more complex need in the hierarchy demands satisfaction and so is motivational.

This model was selected for application in understanding the motivations of the ancillary staff over others in the wider field of psychology and organisational behaviour. The reasons for this and further detail of the theory and its flaws are given in Chapter 2.

By using this model and investigating these staff, a number of valuable contributions are made to the field. Firstly in the business world, this work has added to the understanding that FM managers have of their staff's motivation. The research findings have been reported back, by the author, to the FM managers who sponsored the work and others on several occasions, so as to promote the positive contribution that this work can make to the working lives of the ancillary staff. Practical applications of the findings have been explored with the managers over the time of the research, to encourage its adoption in practice. A compilation of the events at which the author has reported the research findings and a list of the practitioners in attendance is shown in Appendix 1.

This research also makes an original contribution to the relatively new discipline of FM that encompasses not only the so-called 'hard' requirements for an organisation to support its core business, which includes buildings, maintenance, lighting, heating, cleaning and catering, but also the 'soft' elements of people delivering services. Research into 'soft' FM, in particular, is in its infancy. Similar studies to that reported here have not been located. Grimshaw and Cairns (2000) have recognised the sparseness of research in this area,

*"FM research is not on the agenda of major national and supra-national funding bodies and very little dedicated FM research has been carried out" (p. 399).*

On a more general level, the investigation of Maslow's model of motivation in low level ancillary staff is again original. Although it has been, and indeed remains, common to apply Maslow's theory to the work setting (Porter, 1961; Hall and Nougaim, 1968; Payne, 1970; Lawler and Suttle, 1972; Bennett, 1991; Stretton, 1994; Anderson, 1997) previous studies have focussed on those in managerial or professional positions. Therefore a contribution to knowledge that this thesis supports is the uniqueness of the sample under investigation and the development of a tool to measure their motivation. Within this research the motivational formation of workers with a much lower standing in an organisation is considered and although some attention has been given to one other group of 'shop floor' staff<sup>1</sup>, none have tested the applicability of Maslow's theory of human motivation to UK public sector ancillary staff.

Research into the motivation of these staff has historically focussed on the influence of pay (Thornley, 1996; Unison, 1997; Brief *et al*, 1997; Bach, 1998; Cooper, 1998) which according to Maslow's theory, motivates at their lowest most basic needs for survival, security, stability and safety that earnings bring. There has been a tendency to ignore, or at least not investigate, other potential aspects of their motivation, such as their need for affectionate relationships and a sense of belongingness; for feelings of respect, attention and recognition; and for growth, personal development and to become all they can become. Frustration on the part of the author and the sponsoring managers at the narrow focus of current research into ancillary staff, was a significant catalyst of the research. A more

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<sup>1</sup> Payne [1970] applied Maslow's theory to tobacco factory workers.

holistic examination was recommended to the Fora members: one that conceived their staff as complete human beings with aspirations and relationships instead of just according to the size of their pay packet. By challenging traditional models, additional sources of motivation in these workers that have previously been untapped can be understood, reliably identified and fed back to their employers for application.

The nature of the ancillary work role and existing methods for motivating these staff in the NHS are considered in Chapter 3. The historical financial constraints of the public sector are reflected in the motivational methods used where there is normally little scope for monetary, incentive-based schemes. According to Maslow's descriptions of the needs, these methods then appeal to needs higher up the hierarchy and bypass the most basic physiological and safety needs. This is considered further in Chapter 3 as are other methods for ancillary staff motivation including available training opportunities, teamworking, suggestion schemes, management styles and the national standard Investors in People.

As the NHS FM managers involved recognise, understanding the motivation of workers in this sector is a worthwhile area to pursue because of the practicality of the results. The NHS is the largest organisation in the UK and one of the largest in the world, employing almost one million people, so insights into the motivation of any of its staff is beneficial. Those at the lowest levels of this one million though are often ignored, with research attention focussed on clinical staff. The research is even more valuable therefore because it focuses upon those largely neglected in this mammoth organisation.

After consideration of the literature in this area, the research questions driving the investigation are stated in Chapter 4. The approach adopted to examine these research questions is also detailed in this chapter, as is the rationale for this direction. There were a number of constraints in undertaking the research because it was sponsored, both financially and in terms of access. To appeal to the sponsors the research had to appear flexible, dynamic, practical and above all quantifiable. There was less interest in the epistemological underpinnings of the research and Chapter 4 discusses the consequences. The compromises do moreover have to be judged against the utility and validity of the research to business. Of course the theoretical underpinnings are of interest in the thesis and have been included, but the research had to be flexible enough to enable an



applied contribution. Feedback from sponsors indicates that they found it valuable.

Details of the design of the methodology follow the research structure in Chapter 4. Quantitative data was primarily collected using a questionnaire, which was developed through piloting. This was considered the most appropriate method through which to gather the views of such a large sample ( $n=1578$ ), to reach such a wide geographical spread (Darlington to Oxford), and to respond to financial and time constraints. The questionnaire designed to measure ancillary staff's work motivation and test the applicability of Maslow's theory was distributed to catering, domestic and portering staff in thirty UK NHS Trusts. Further information on the procedures adopted and the nature of the sample is given in Chapter 4.

The applicability of the first aspect of Maslow's theory of human motivation to the NHS ancillary staff is assessed in Chapter 5 to test Research Question I. This considers the appropriateness of classifying human motivation into five distinct needs as the theory states. Whether the ancillary staff are found to be motivated by the needs for physiological survival, safety, love and belongingness, esteem and self-actualisation or not is examined in this chapter.

The quantitative data was validated in the research through focus group interviews. First-hand qualitative data was gathered allowed exploration of any further areas of motivation that may have been ignored in the questionnaire instrument. The design and results of this element of the research is given in Chapter 6 and the impact this has on the validity of the questionnaire results is considered. Also in this chapter all the results from this first stage of the investigation are discussed for support of Research Question I.

The approach adopted to establish research reliability is detailed in Chapter 7. The questionnaire was repeated with further samples of ancillary staff, this time in responding to the support shown for the research by FM managers in UK Universities representing the HE sector. The roles and responsibilities of the ancillary staff are similar across each sector and by including both, the reliability of the findings to the public sector is also checked. The motivation of catering, domestic and portering staff at eight universities in England was examined. Comparisons with that found for the NHS staff is detailed in Chapter 8.

Further consideration of all the ancillary staff's work motivation is given in Chapter 9 according to their work group and gender. This allowed additional checks on the reliability of the structure of human motivation that was beginning to emerge, and the true support that could be lent to Research Question I. The application of such common classifications (work group and gender) ensured complete inclusion of all the ancillary staff, thus further testing Research Question I.

The results of all the investigations into the nature of the ancillary staff's motivation is discussed in Chapter 10 and Research Question I is concluded.

The second research question is examined in Chapter 11 and relates to the cycle in which Maslow described the dynamic process of motivation. The needs are associated according to their level of satisfaction and importance. When a need is unsatisfied or deprived it is dominant or important, and when it is satisfied or gratified it activates the next need in the hierarchy, which then increases its importance. Maslow explained motivation and the relationship between the needs using this cycle of deprivation-domination-gratification-activation. Its appropriateness in describing the relationship between the needs found to motivate the ancillary staff in Research Question I is considered in Research Question II in this chapter.

Although Maslow argued that humans are endowed at birth with five needs that motivate behaviour, he did acknowledge the influence of the environment in meeting these needs. Potential influences on motivation are considered in Chapter 12 with particular attention to those in the environment of the ancillary staff. An exploratory investigation of the influence of culture through management style is also outlined.

The examination of the applicability of Maslow's hierarchy of needs in these staff is concluded in Chapter 13. The appropriateness of his need classifications and process of motivation to the public sector ancillary staff is considered. Alongside applicability of the theory, the practical applications of the research findings are also examined to meet the needs of those that commissioned the research. As Grimshaw and Cairns (2000) advocate:

■ *“... if the leading edge of FM practice is being driven by demand from*

*a business world itself in the midst of rapid change, then the production of FM knowledge via research to underpin practice must be closely tied to that of management" (p. 399).*

In businesses today more use can be made of operative definitions of motivation than raw theoretical assessments so the needs found to motivate the workers are translated into working practices in this chapter. Details are also provided here of how these definitions were communicated back to the NHS and HE FM managers in the sponsoring organisations.

The final chapter reflects on the research process. With hindsight it is possible to identify where the research design could be developed or improved if it had not been client-influenced, and further routes to which it could now lead. These areas are considered in Chapter 14, as is the impact that undertaking the investigation has had on my own personal development.

Enjoy.

## Chapter two

### Introduction

Human motivation has been a popular area of research for decades, asking what energises human behaviour, what directs or channels such behaviour, how this behaviour is maintained or sustained and what factors influence choice of behaviour. There are many varied approaches to motivation from the various schools of thought within psychology. These explain motivation in terms of a stimulus-response (behaviourists); genetic programming (evolutionary psychologists); a series of mental processes (cognitive psychologists); a result of social interaction (social constructivists); mental conflicts (psychoanalysts) and achieving inner growth and personal fulfilment (humanistic psychology). These approaches have developed over the twentieth century, with opposing schools of thought emerging, so their explanations tend to be in conflict rather than complementary.

Studies of motivation have increasingly focussed upon the work setting, evolving to some extent from the Industrial Revolution with the majority of the world's population now in some kind of work, be it paid or otherwise. With work roles so widespread, there has been an increase in the social and geographical mobility of people (particularly over the latter half of the twentieth century) which has forced organisations to address issues of recruiting the correct type of employee and retaining their workforce. Much research therefore, has concentrated on what motivates people to work and what keeps them motivated in their work roles.

Motivational explanations of organisational behaviour look at either the content of the individual's motivation or the process through which they determine their own motivation, however most suggest that individuals are motivated towards their own personal goals for fulfilment, growth and development<sup>2</sup>. As such it would appear that these explanations are underpinned by the essence of humanism, which argues that individuals have a set of universal characteristics that provide a platform for achieving inner growth, goals and intentions. Since the field of psychology and organisational behaviour is so vast, it is necessary to restrict the focus of this research in order for a meaningful and robust investigation of work

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<sup>2</sup> A view that is not applied widely to low level workers as discussed in Chapter 1.

motivation to be undertaken. One explanation for motivation that paved the way for Humanistic Psychology, and has had a number of applications in the work setting is that designed by Abraham H. Maslow (1943) making it a more sympathetic tool for this research. (Further justification for the selection of this model of motivation over others in the psychology and organisational behaviour fields begins on page 39).

His theory is a macro content explanation of human motivation in that it proposes the types of needs that individuals are universally motivated towards and considers the individual as a whole. It is a popular theory of motivation in a variety of disciplines, including education, business and nursing. In the business arena it has mostly been examined in managers and professionals. Research has largely ignored those lower down the organisational structure: a gap in knowledge addressed by this study which uses Maslow's model to explore the motivation of ancillary staff in the public sector.

Within this chapter Maslow's theory is described, evaluated and compared with alternatives. Specific consideration to the theory in the workplace will follow later in the chapter, as will other explanations of organisational behaviour.

## **Maslow's Theory Of Human Motivation**

Maslow's (1943) theory of human motivation was one of the first to consider the need for growth, fulfilment and development as a driving force and for this he has earned the title of and is considered to be the 'Father of Humanistic Psychology' (Anderson, 1998). Humanistic Psychology is the contemporary home of the personal-growth movement which Maslow argued was the third force in Psychology following behaviourism and psychoanalysis.

Going back to the original source of his theory (1943), Maslow proposed a model of human motivation that was in essence fourfold. Firstly, he proposed that humans are endowed with a unique complement of needs at birth. Provided with the environment to allow expression of these needs, they will guide us in our growth towards a healthy development. As Ryckman (2000) noted

*"Maslow believed behaviour was determined by both (genes and culture)" (p. 434)*

If the environment is restrictive and reduces the opportunity for people to realise their needs then the individual is likely to develop in neurotic ways.

Secondly he conceived that needs can be classified into five types that form a hierarchy<sup>3</sup>. At the bottom level of the hierarchy are the most primitive and basic of human needs - **Physiological needs**. Included in this category are the needs for sleep, rest and food. To support his theory Maslow referred to two lines of research. Firstly, 'Homeostasis'; the body's automatic efforts to maintain a continual, normal state of the blood stream to create a constant of water, salt, sugar, protein, fat and temperature. The second line of supporting research relates to the body's automatic reaction to lack of chemicals in the body. Should the body lack or is deprived of some chemical, the individual will tend to develop a specific appetite or partial hunger for that food element. This demonstrates the innate nature of the needs, as well as the more primitive character of the need in the basic stimulus-response process. Maslow argued that physiological needs were undoubtedly the most prominent of all the human needs and

*"if all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or be pushed into the background" (Maslow, 1943, p 373).*

The next need is for **Safety** that includes predictability, physical safety, fairness and security. Maslow turned to the crying reaction of an infant to a threat or danger as supporting evidence for the existence of this need and the innate motivation humans have to resolve threats to these needs. He argued that

*"the healthy, normal, fortunate adult in our culture is largely satisfied in his safety needs. The peaceful, smoothly running, 'good' society ordinarily makes its members feel safe enough from wild animals,*

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<sup>3</sup> Maslow later added 2 further needs - cognitive and aesthetic needs (1954). Studies of Maslow's model vary in their inclusion of these needs, so to establish consistency his original theory (1943) will be considered in this investigation.

*extremes of temperature, criminals, assault and murder, tyranny, etc.”*  
(Maslow, 1943, p.378).

**Love and Belongingness Needs** are the third level of the hierarchy. According to Maslow, humans hunger for love and affectionate relationships, belonging to a group, being accepted by and affiliated with others. Love needs include both the giving *and* receiving of love. This can be demonstrated through the natural groupings of people either in families or tribes, and can also be seen in the wild where animals gather in packs or prides.

**Esteem Needs** are the fourth set of human needs which are based upon the desire for achievement, recognition, appreciation, respect and independence. Fulfilment of these needs secures feelings of self-worth, strength, capability and the adequacy of being useful to the world. In later years Maslow acknowledged numerous criticisms of esteem needs. To group together two different sets of needs on two quite distinct levels under this heading was wrong. He altered his theory therefore to distinguish the two types of esteem needs that motivate humans. The first relates to respect from others to satisfy ego needs from which feelings of self-confidence, capability and adequacy emerge. Esteem we give ourselves, (self-esteem) is the second type and is associated with feelings of dignity, of being one's own boss and of controlling one's own life (Rowan, 1998, p. 83).

At the top of the hierarchy is the need for **Self-Actualisation**. Regarded by Maslow as being the ultimate need in human motivation, it

*“refers to the desire for self-fulfilment, namely, to the tendency for him to become actualised in what he is potentially ...to become everything that one is capable of becoming”* (Maslow, 1943, p 382).

According to Maslow, self-actualisation is not a static end but an ongoing process. Not everyone is able to achieve this need and the few that can have been innately determined. Maslow presented case histories of a number of persons he regarded as 'self-actualised'. Some were people he had interviewed,

*“others were historical figures (for example Thomas Jefferson and Ludwig van Beethoven) or recent luminaries (such as Eleanor Roosevelt and Albert Einstein), whose lives had been studied by*

*means of historical or other documents” (Gleitman, 1991, p. 734).*

The patterns identified amongst these personalities were being realistically oriented; accepting themselves and others; being spontaneous; having intimate relationships with a few people rather than superficial relationships with many; caring more about the problems they were working on than themselves (op cit. p. 735). Maslow (1991) attempted, in later writings, to explain why so few people achieve self-actualisation, with his notion of the ‘Jonah Complex’ – a fear of one’s own greatness. He argued that often people want to be seen as the ‘average person’ and so hide their greatness. Maslow concentrated his writings on the self-actualisation need later in his life. It would appear that the existence and content of this need received most criticism, some of which will be addressed later in the chapter.

The hierarchical structure of these five basic needs which comprise human motivation was put forward by Maslow in his original writings:

*“human needs arrange themselves in hierarchies of prepotency, such that the appearance of one need usually rests on the prior satisfaction of another more pre-potent need. Man is a perpetually wanting animal. Also no need or drive can be treated as if it were isolated or discrete; every drive is related to the state of satisfaction or dissatisfaction of other drives” (1943, p370).*

Designed with a wide base of physiological needs, the structure tapers to the apex with fewer needs for self-actualisation. To advance up the hierarchy, immediate needs must be satisfied before the next need in the hierarchy can be addressed. When one set of needs are satisfied they cease to be a motivator, and individuals are motivated by the unsatisfied needs next in the hierarchy. For example, when physiological needs are secure, humans are fed, watered and sheltered their motivation will then be safety needs, striving to be free of physical danger. Maslow argued that

*“A want that is satisfied is no longer a want. The organism is dominated and its behaviour organised only by unsatisfied needs” (Maslow, 1943, p375).*



Distinctive to theories of motivation are the concepts of deprivation (an unsatisfied need) and gratification (a satisfied need). Maslow used the concepts as active forces that link needs to behaviour. Deprivation of a need establishes its dominance in human behaviour, and gratification establishes its sub-ordinance. Maslow argued that the first four needs of the hierarchy are called *deficiency-needs* or D-needs which humans are not driven to satisfy unless they are deprived. Once satisfied these needs lapse in importance until deprivation again motivates. Self-actualisation, on the other hand, is considered to be a *being-need* or B-need, because it is motivating without being deprived. Self-actualisation is unique in its ability to motivate humans in this way.

A cycle of need identification and striving for satisfaction is the endless process of motivation, it is constant, never ending, fluctuating and complex, and theories of human motivation should be able to account for this.

## **Supporting evidence**

Several research investigations have supported Maslow's theory. To illustrate the process of motivation, studies of the effect of deprivation on the lower needs outlined in Maslow's theory lend support to his notion of the gratification-activation relationship. Research on the effects of thirst and starvation have shown that people in this state can often think of little else but satisfying this condition, and their social relationships deteriorate (Keys *et al*, 1950; Wolf, 1958). However these researchers adopted a largely behaviourist approach in assessing human starvation and thirst deprivation so their assessment of personal thoughts and social relationships could be questionable to a researcher who adopts a more humanistic approach. Cofer and Appley (1964) outline animal and human research to show the reduction in importance of lower needs as satisfaction is achieved. Although support is shown for the process of motivation in lower order needs, it does not substantiate the process in relation to higher order needs.

Neher (1991) supported Maslow in the structured form in which he described human motivation. He agreed that needs are probably arranged in some sort of hierarchical structure, where basic needs are more urgent in their demand than are higher-order needs (p. 109). His support was purely on the basis of personal experience and logical thought, so its worthiness can be questioned.

Shaw and Colimore (1988) upheld Maslow's theory in its embodiment of the basic tenets of capitalistic ideology. They argued that the model demonstrates the fundamental contradiction in Western society in that we live in a democracy but in reality the elite rule. Shaw and Colimore admire the theorist's unconscious incorporation of the socio-economic environment into his explanation of human motivation, and for this he should be considered a political liberal (p. 55). However Maslow did not intend his universal framework of motivation to be culture-bound or influenced so this admiration is misplaced and questions the support that Shaw and Colimore give the theory. The same authors go on to praise Maslow as a theorist who typically challenged the status quo in his desire to create a more humane society (1998, p. 69) and the humanistic psychology movement it stimulated. He may be praised for this, but it is unlikely that this was the sole motivation for Maslow in developing his model and it will have much deeper epistemological grounding.

Maslow's model has also been praised for its influence on the advancement of behavioural sciences. Hoffman (1998) argues that Maslow's transpersonal psychology which he later developed in his studies of self-actualisation that focussed on spirituality and human nature, helped to advance the behavioural sciences (p. 252). Although the influence of his original theory (which is currently being studied) on behavioural sciences would not be as strong since Maslow did not provide much detail about the ultimate growth need or the basis for his propositions.

Extensive citation is given to Maslow when human motivation is considered. A reason for its popularity is that at first glance his theory has face validity. It makes sense to people, as comprehension is easy and its reality is feasible. Buttle (1989) has explained this extensive citation as being due to the fact that the theory is

*“the type ... which we would want to believe. It idealises and empowers human kind by claiming that we are worthy creatures, acting purposefully in and on the world” (Soper et al, 1995, p 416).*

However face validity is not a sound basis for supporting a theory or selecting a model for application in research. Rather the contradictory evidence of a theory should also be considered and following this contemplation of each evidence should be given before a decision to proceed with affirming a theory. This

approach has been adopted in this current investigation, and so we now turn to the contradictory evidence for Maslow's model.

## **Contradictory evidence**

From closer inspection other researchers have identified flaws in Maslow's theory of human motivation mainly focussed around the call for further needs and the way in which existing needs relate to each other. To allow a full evaluation of the theory these criticisms will now be addressed.

One of the areas of contradiction refers to the structure of human motivation in the form of a hierarchy of prepotency and graphically as a hierarchical pyramid. Rowan (1998) argues that this suggests that there is an end-point to motivation once self-actualisation has been reached, and so it would be more appropriate to present motivation as a ladder where further rungs can be added. Although many texts have graphically represented Maslow's theory in this form, it is unclear whether he actually described it as such. Inspection of his original writings shows no evidence to support this graphical representation. Even though Maslow professed that motivation was ordered hierarchically, he did not equate this with the notion of a pyramid. It must therefore be a model that has later been developed, perhaps to make the theory more simplistic and acceptable.

Frame (1996) criticises the logical incoherence of the hierarchy itself. He suggests that when progressing through the hierarchy what develops is not a continuation of what has gone before, but rather an emergence of a state totally different from its predecessor. Every stage in the progression is qualitatively different from the one before, for example safety does not necessarily follow from having a full belly. Maslow's theory becomes a discontinuity rather than a continuum, where the gratification of each lower need is necessary but not sufficient for the emergence of the next higher one. Maslow's theory could be considered a logically coherent continuum though, in the common goal the different needs strive towards - ultimate development. Once each need has been satisfied it seems logical for humans to look to achieve something new, that is evidenced everyday through, for example, career moves.

Wahba and Bridwell (1976) questioned whether needs should actually be structured in such a hierarchical, fixed form and the extent of its universality (p.

235). Maslow's writings can be interpreted as purporting a uniform motivational structure, in that *all* humans have this hierarchy of needs driving their thoughts and behaviour and since there is uniformity in the physical structure of humans, this can still be considered a viable option. It is accepted that the physical make-up of humans is uniform but within this there is variation i.e. height, weight, hair and eye colour, so surely it can be appreciated that the structure of human needs can vary slightly in the same way. Maslow explained that the needs varied slightly for different people particularly in the ordering of the deficiency needs especially for those with extremities such as creative people, psychopathic personalities and those with high self-esteem. The arrangement of needs also varied if there has been permanent deadening of needs, (for example chronic unemployment with low self-esteem) or for those who under-evaluate needs because they have been satisfied for a long time, or for those with high social values such as martyrs (1943, p. 286). Maslow still maintained however that despite variation human motivation is formed by five types of needs, and activated through a cycle of deprivation- gratification.

The same authors proposed a dual-level hierarchy of human needs, as an alternative to Maslow's five levels. Wahba and Bridwell (1976) suggested that human needs should be categorised as either maintenance or growth needs, where physiological and safety needs, necessary for survival, should be classified as maintenance needs; and belongingness, esteem needs and self-actualisation should become growth needs. In later writings Maslow (1954) himself leaned towards this dual-need notion by proposing *deficiency* needs (1<sup>st</sup> four needs) and *being* need (self-actualisation) categorisation (p. 235) however he continued to emphasise the distinct nature of self-actualisation. Wahba and Bridwell's proposition of grouping self-actualisation with love and belongingness and esteem needs would bunch together very different types of motivation, that would oversimplify human's abilities to have affectionate relationships, for recognition and status and for personal growth and fulfilment. Their contentions however are based solely on a review of studies conducted to test Maslow's theory. Most of these studies have grounded their propositions on questionnaire data from management or professional staff, and few have included validity and reliability measures thereby leaving the validity and reliability of the propositions in question.

A longitudinal quantitative study conducted by Lawler and Suttle (1972) was also unable to support the notion of a hierarchical structure of needs. Over a period of

6 or 12 months, lower middle managers rated the importance and satisfaction of needs and they found them to vary in strength over time. For some love and belongingness needs dominated their motivation, and for others self-actualisation needs were strongest, which could be explained by the dynamic nature of motivation. Despite this the authors maintained that no evidence of a multilevel hierarchy was shown, but there was support for the needs that Maslow identified within this hierarchy. Although longitudinal studies are advantageous in their ability to detect any changes in needs over time, they can in fact encourage repeat bias that then questions the robustness of Lawler and Suttle's investigation.

Hall and Nougaim (1968) examined the validity of Maslow's need hierarchy in an organisational setting, using longitudinal data from managers in the first five years of their careers. Their study concluded that as managers advanced in an organisation, physiological and safety needs tended to decrease in importance and needs for affiliation (love and belongingness), esteem and self-actualisation increased. This was not through the satisfaction of the lower order needs they concluded, but rather due to the opportunities offered to the sample through their career changes. This finding supports Maslow's proposition that the environment has a strong influence on individual's opportunities to realise their motivation, but no strong relationship was found between the satisfaction and importance levels to support the existence of a hierarchical order. Hall and Nougaim's conclusions cannot be applied to all though, since the opportunities created in the organisational environment for motivation are not the same for staff at all levels.

In his theory, Maslow implied that humans are motivated to fulfil a need because they are deprived of it and are suffering as a consequence. Through gratification, the strength of the need diminishes. Neher (1991) has questioned this assertion by suggesting that most needs are cyclical in that they are immediately satisfied but resurface later. He accepted therefore that need satisfaction leads to a temporary decrease in need strength, using hunger and sex as examples, but he cannot accept that it leads to extinction. Maslow did not suggest that the need becomes extinct though, but rather that they diminish or the strength of the need diminishes when it is readily and easily satisfied, over the long term (1954, p. 69) – supporting the cyclical notion. Neher believed this to be a most crucial criticism of the theory since the satiation of needs according to Maslow are the primary means of motivation, but it would appear that this criticism is of the wording of the proposition rather than the model itself.

Others have found contradictory evidence in the nature of the needs Maslow's proposed and call for the inclusion of further needs to describe human motivation. Firstly, the relevance of the lower two basic needs as motivating forces has received some attention. In 1970 Maslow wrote

*"Our needs function in a hierarchical fashion, so that our basic needs (for food, etc.) are prepotent, in that generally they must be satisfied before we can feel "free" of them and move on to satisfy our higher needs" (p. 35).*

Even in today's less 'primitive' civilisation, and at the time Maslow wrote his theory, satisfaction of basic physiological and safety needs are assured. With the introduction of social welfare systems in modern western societies, the majority of people are guaranteed food and shelter, thus arguably eliminating physiological and safety needs as truly motivating needs. However it is likely that Maslow used these needs to distinguish the nature of motivation at these levels, using basic biological drives and urges compared to controlled motivation for affectionate relationships or attention and recognition. They must still remain relevant to a theory of human motivation, but today people may be motivated by physiological and safety needs through the improvement in ways to fulfil these needs, e.g. striving for more palatable food and a bigger and better shelter. Whilst striving for this fulfilment though, it would follow that people are being motivated in their behaviour by higher-order needs, such as self-esteem and love, where a big house may represent the need for self-esteem.

Neher (1991) provides evidence of the inapplicability of the lower needs, arguing that in effect the need-hierarchy can be stood on its head. He suggests that when people are faced with threats to their basic needs, such as life-threatening illnesses or hunger, they often form strong social bonds and ties. That is, when lower-order needs are deprived (survival needs) people facilitate need satisfaction at higher levels (love and esteem needs) rather than impede them (p. 97)<sup>4</sup>. However, evidence from life suggests that when basic needs are not being met, people may become very aggressive in fighting for food, for example in the experiences of refugees when supplies are distributed.

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<sup>4</sup> This may be true of people in situations of continuing interdependence such as tribes, where mutual altruism is favoured.

Cornish (1997) cites the work of Easterlin (1996) with his evidence for the persistence of materialism throughout human motivation. Easterlin argues that concern for material goods is as prevalent as ever, as is the pursuit of these material needs. No matter to what extent material needs have been achieved, humans are motivated in their behaviour to improve them. Despite the general fulfilment of the lower order needs of Maslow's hierarchy in modern society, Easterlin still suggests that motivation concentrates around these material needs, and there is no evolution toward higher order nonmaterial goals. Materialism as a popular culture can be seen to support Easterlin's proposal. The uniform reiteration of the ideal of "the good life" on a wholly materialistic level by news and entertainment media tends to portray the fulfilment of the lower needs in the hierarchy as an end in itself. In modern society, manipulative marketing systems focus on the indulgence of purely physical needs at the lower end of Maslow's hierarchy, of food, clothing, houses and sex. Despite at least three of these needs being fundamentally fulfilled through the welfare system, they are still major motivating forces in the purchasing arena.

Perhaps material needs instead have a symbolic meaning, where a bigger car means higher self-esteem or the possession of a mobile phone means they have friends and affiliations. The materialistic nature of society cannot mean that all motivation is at a primitive level, it is too reductionist of human nature to be viable. There is more sympathy for the notion that humans are motivated by growth and achievement, whether this is for material goods or not, it is the meanings that are attached to this acquisition that determine their nature.

Wahba and Bridwell (1976) conducted an extensive review of Maslow's theory investigating the need classification scheme. They cited a number of factor analytic studies (Alderfer, 1966; Beer, 1966; Schneider, 1968; Huizinga, 1970; Payne, 1970) which concluded that human motivation cannot be classified into five independent groups. Need categories either clustered together or overlapped each other. However Maslow did not believe that the need categories were conceptually independent as he argued that *"there is usually such an overlapping that it is almost impossible to separate quite clearly and sharply any one drive from any other"* (1954, p. 71). So it is not surprising that independent needs were not found.

They also investigated how one can classify a 'need', how they can be identified, isolated and measured. Wahba and Bridwell (1976) suggested the needs stipulated

by Maslow have been open to several interpretations, perhaps explaining the shortage of supporting empirical evidence (p. 212 –240). In his description of the need hierarchy, Maslow did elaborate on the needs with examples of the behaviour associated but in empirically testing the theory these descriptions can be open to misinterpretation, thereby hindering any comparative examination. The specific items that appeal to needs are surely unique to individuals though, for example somewhere to live may be a means of survival [physiological need] for one and status symbol [esteem need] for another. Maslow described the general types of needs, but perhaps did not want to prescribe how they should be measured as he recognised the inappropriateness of this procedure.

Rowan (1998) proposed that Maslow omitted a basic human need from his theory - the need for competence, since all humans have the motivation to master certain skills, which is particularly strong at certain stages in human growth. Although this could be considered a motivating force, competence could also be interpreted as the need for esteem for recognition from others and self-esteem. The fact that the need for competence can be re-interpreted as part of the esteem needs questions the validity of Rowan's suggestion for including it as a distinct source of motivation.

Maslow's approach has been considered to be one of a Nativist to human motivation. He has been condemned for professing that human needs are genetically and biologically programmed in a hierarchy of prepotency with only basic support and nurturance from the environment. Very few theorists, from any school of thought, would disagree with his suggestion that the lower order needs are innate. New-born infants straight from the womb, cry to fulfil their needs of hunger, intimacy and signalling pain. With regard to the higher order needs however, Maslow has largely received criticism from behaviourists and social constructivists who view environmental and social influences as all-important. Neher (1991) used language as an example of the behaviourist stance. Specifically the Sapir-Whorf (1956) hypothesis of language was cited, which states that the particular language that we speak determines, to some extent, the way we think about the world. For example, in Britain there are limited terms to describe snow (sleet, hail, blizzard), whereas Eskimos have over a hundred words to describe the same concept. By teaching children language it will conflict with their innate needs to conceptualise the world in their own unique fashion. Neher argued



*"Maslow's list of needs ... does not include the need to learn language or any of the other cultural traits that create our humanness and bind us socially" (1991, p94).*

It has been widely accepted since the work of Chomsky and Piaget however that humans are biologically programmed to learn language, but the development of language relies on environmental conditions and socialisation. Maslow accepted that the environment plays a crucial part on development and the realisation of needs, he argued that

*"We must certainly grant at once that human motivation rarely actualises itself in behaviour except in relation to the situation and to other people. Any theory of motivation must of course take account of this fact, including not only in the environment but also in the organism itself, the role of cultural determination" (1954, p. 74).*

Neher's criticism of Maslow's disregard for cultural determination therefore seems weak. He accepts that social interaction, culture and the environment influence the realisation of the five needs that exist in us all.

Methodological criticisms have also been made of Maslow. He based his theory on clinical encounters (1943, p. 371), using his experience of personality and motivation cases he had heard. In formulating his theory, he broadly defined five types of needs to combine human motivation, and the relationship between these needs. His later concentration on self-actualisation however was formulated from tests on college students in case-study fashion employing trials such as Rochache tests, Murray's Thematic-Apperception Test, free association and in-depth interviews (Ryckman, 2000, p. 445). There are problems with testing the theory through replication because Maslow did not detail the deductive steps he took to form the theory. For this, the theory has been criticised.

Wahba and Bridwell (1976) noted this problem when attempting to address the theory. They observed a lack of rigour in Maslow's writings, an absence of standard definitions of constructs, and no discussion of any guides for empirical verification (p. 212-240). As a humanist though Maslow recognised that individual interpretation is different and so logically the experiences that appeal to each need cannot be prescribed under tight classifications. He did describe the needs in the terms he had found in his case studies and from this wider interpretations can be

made, but of course this is open to variation. Despite this many still attempt to test Maslow's theory and so interpretations of the nature of the needs are now widely available developed through a variety of methodologies. The model continues to be taught, which emphasises its currency, but often the methodological limitations are wrongly forgotten<sup>5</sup>.

## **Conclusion**

As we will go on to consider later in the chapter, there is no single ideal model of motivation. Maslow's theory, like any other, has received both support and opposition. Supporting evidence has been shown for the most primitive, basic needs and the influence of the model on further areas in psychology. The contradictory evidence has questioned the structure and logic of the theory of human motivation, environmental influences and the process of motivation. Each line of evidence has been critiqued and has shown that alternative explanations can always be given.

The appeal of Maslow's model of motivation however continues for the current investigation of ancillary staff. It offers flexibility to the study of the nature of the staff's motivation and the relationship between these sources to examine the process of motivation. It provides a series of classifications of different types of motivation that are sufficiently detailed to interpret; it purports the universal nature of this structure and so can be tested across a large sample to establish reliability; it recognises the influence of the environment in realising motivation that can be applied to more than one organisation sharing similar constraints; and whilst the model might be reframeable or challengeable in details, it encapsulates the range of human motivation without getting into the actual cause which is beyond the scope of the current investigation.

Most importantly to this investigation, Maslow's model also provides a methodological framework for assessing both the content of the ancillary worker's motivation and the level of importance and satisfaction that they attach to each level testing of the process of motivation, which adds rigour and robustness to the analysis. In addition, the studies that have tested Maslow's model in the applied

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<sup>5</sup> Maslow features in the curriculum of various courses across the world, including University of California, USA (Education); Houghton College, Australia (Human Resources); Anne Arundel Community College, USA (Business); Edinburgh Business School, Heriot Watt University, UK (Organisational Behaviour); Haskoli Islands University, Iceland (Motivation) (Internet search).

setting have predominantly focussed on managers or professionals, so testing this model in those lower down the organisational structure will contribute to the field of Maslovian psychology. In its consideration of human motivation in its entirety, the application of this model to low level workers will also potentially provide challenging evidence against the preconceived ideas of pure financial motivation held for such workers. Therefore there is worth in continuing with the application of Maslow's model of human motivation to the study of ancillary worker's motivation.

## **The Wider Field**

Psychology has many schools of thought and each has an explanation for the nature of human behaviour. Some consider motivation to be biologically or cognitively based, others argue that it is based in social reality through interactions with others. Maslow's theory however, recognised the biological basis of the most basic needs and the need for social relationships and other features of the environment to allow expression of the needs, but striving ultimately towards personal growth.

Length of the thesis and consideration of the reader precludes detailed discussion of these alternative approaches<sup>6</sup>. However it is valuable to have a broad understanding of other perspectives on human nature and motivation and to consider how the humanistic psychology field, which Maslow is considered to have begun (Anderson, 1998), fits in. These perspectives will now be outlined and are based on the descriptions given in Ashworth (2000).

- ❖ ***Evolutionary perspective*** suggests that human nature has developed through natural selection, that is adaptation to the environment. Psychological mechanisms have evolved, as have the tendencies for particular mental activities to appear in behaviour. People are motivated to physically survive and so human nature is fundamentally biological. Any consideration of culture is ultimately a biological product significantly moulded by evolution. This suggests that people with their complex organs and instincts, have no purpose, no aims or goals to strive towards, they are just products of environmental adaptation. Day-to-day motivations, such as going to work, being promoted, going to the pub would all focus on the ultimate motive of maximising fitness. This notion is supported by research on DNA and genetic inheritance, but it does not recognise individuals that act in an altruistic way and consider others before their own survival. Not all humans are purely selfish animals, some put others before themselves and yet they survive and reproduce.
  
- ❖ ***Cognitive psychology*** regards human nature as primarily biological focussing upon the biological bases of cognition in brain mechanisms. This approach considers the motives for perception, memory, reasoning, thinking and learning, that are all results of cause-and-effect brain activity and can be

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<sup>6</sup> For a more detailed discussion see Ashworth (2000) or Ryckman (2000)

measured and studied in a scientific way. People sense an event or object, which is then processed and the information is used, stored in memory or lost. Human cognition is therefore dependent on the outer, physical world for development and any difference in the processing of the physical world is a result of mental processes. Kelly (1955) is one of the leading figures in cognitive psychology, and he suggested that people do not act in accordance with the way the physical world actually is, but instead by their personal construction of it. People view the world according to categories of interpretations known as 'constructs' that have developed over time and are open to change. Human behaviour therefore is not simply a response to an objective stimuli, it is interpreted within the constructs that are built up from past experience. This approach cannot explain therefore what happens when we experience a stimuli that challenges our current constructs, as it would be impossible to register. The bases of cognitive psychology is to reduce human activity to mental models and as such loses the essence of being human, for growth and love, esteem and belongingness.

- ❖ **Behaviourism** takes the viewpoint that human behaviour is solely the product of environmental stimuli. The leader in this school of thought is Skinner (1953) who argued that there is no dualism in human nature between the inner world of mental activity and the outer world as cognitive psychology suggests, but rather behaviour is the product of controlling forces in the environment. Humans are genetically endowed but their behaviour is caused by stimulus conditions in the environment. When behaviour is stimulated it is then reinforced either positively or negatively subsequently effecting the strength of the behaviour when stimulated again in the future. Behaviour is therefore shaped by the social world. This applies to all behaviours e.g. eating, drinking, loving, caring, that continue to occur if they are positively reinforced. People make no 'personal' contribution to their behaviour it is simply a result of a learned response to a stimulus that requires no mental interpretation. But this approach cannot explain for example, human's ability to learn language and internalise grammar structures since this must surely be more than a simple response to an environmental stimuli that uses inner mental processes. Skinner rejected the notion of any inner mental life as it was not observable so any form of language is viewed as a change in the verbal environment. The behaviourist explanation of human nature is extremely reductionist and ignores individual's consciousness, feelings and notion of the self. It cannot explain the feelings of esteem or achievement one gets when behaviour is

positively reinforced, or sadness and fear when behaviour is punished. By completely focussing on the external, objective environment at the expense of the inner and subjective world of the individual, behaviourism is a naïve explanation of human behaviour. Every individual is aware that they have thoughts and feelings, that although may have been shaped by the environment, they are nevertheless non-physical.

❖ **Psychoanalytical approach** considers motivation to be the result of an unconscious mental conflict. This is between the prime energy that grounds mental life and drives biology - sexual-aggressiveness (libido) and its incompatibility with the requirements of individuals in society. Based on the work of Freud (1957) this approach acknowledges the inner self that we are aware of (conscious) and unaware of (unconscious) and the influence of society (primarily the family) in developing socially approved behaviour. Freud proposes a three-way model of the human mind that displays and controls these mental conflicts. The Id consists of unconscious sexual and aggressive urges and thus is rooted in the biological instincts of the individual. The Ego is the organised part of the Id, providing realistic direction for the individual's impulses that is required if they are to be expressed and satisfied in the external world. The final part is the Superego and it internalises societal, racial and cultural values, including teaching appropriate and inappropriate behaviour in situations in order for needs to be satisfied. But the testability of this approach to human nature in a reliable manner is unclear. Freud based his theory on the interpretation of dreams and free association which are heavily bound in the therapists' interpretation, are very individualistic sources of information and so could prove inappropriate to generalise from. In such therapies and any tests of the theory, individuals will be aware of that which is deemed socially acceptable of behaviour yet is supposedly driven by sexual-aggressiveness. Their responses to such a taboo issue will undoubtedly be adapted. At every point in therapy the account of an event or experience given by the client is denied as they only have conscious awareness of this event, and the unconscious explanation is very different. It would surely be difficult to test or verify the notion of the unconscious as you have not experienced it. Freud made a valuable contribution to psychology mainly from the criticisms and rejections it received and the alternatives developed.

❖ **Social constructivists** suggest that human nature is the product of social interaction. They argue that the meanings people attach to concepts, feelings

and thoughts are the result of their consequences in the social world, and as such are ever changing. Mead (1934) argued that the physiological basis for developing human mind results from biological evolution, but its actual development is grounded in social situations in which they are expressed. Mind and self are products of society, so these tend to vary according to the social situations or cultures that individuals find themselves in (although his work concentrated on Anglo-American cultures and so could be considered culture-bound). People learn to communicate and interact before they develop their self because they need social interaction to develop their own thoughts and feelings. Language, movements and gestures are symbols of actors' thoughts and meanings that are interpreted by others they interact with. Their reactions to these interpretations are then internalised for future use. Self-awareness however may not be entirely social, individuals are able to consider their own personal thoughts and actions without the existence of others or previous expression in a social situation. But there are also physiological reactions to stimuli that do not require social interaction, such as withdrawing from stimuli that are too hot, cold or loud. They physically cause pain rather than being interpreted as causing pain from previous interactions with others. This approach does not recognise that individuals have personal motivations and drives as well, that have not previously been reinforced through social interaction, such as for fame and fortune. Although it is acknowledged that we are socialised, it does not provide an explanation of the psychological basis or structure on which it is founded. The approach suggests that there is an internal subjective world (unlike behaviourism) that is shaped and reinforced by the external, objective world but that is made up of others' subjective reactions. It cannot explain however behaviour or motivations that are socially unacceptable and would not be reinforced, such as those who continually break the law despite punishment.

- ❖ **Humanistic psychology** developed as a response to the denigration of human nature suggested by behaviourism and psychoanalysis, neither of which could fully explain the values, intentions and conscious existence that humans have. This approach argues that human existence consists of three layers that are the physical (body), the organic (consciousness) and the symbolic (interpretative capabilities). Within these layers, individuals have an innate selfhood containing certain attitudes towards themselves and all behaviour is connected to these inner feelings and self-image. Although innate, the values, intentions and attitudes of the self are influenced by the forces of society and

interactions with others. Ultimately however humans have free will and so are self-determining. Motivation is towards developing inner growth, to achieve goals, intentions and aims, and society/ external environment can help or hinder this process. Humanistic psychology proposes that humans are organised wholes that share a set of universal categories of characteristics, influenced by past and present experiences however the focus is on the holistic development of the individual. This approach has been criticised though for the vagueness of the concepts that it employs for example it would be difficult to measure individual's 'values' when they could mean different things for different people. This subjectivity makes the concepts difficult to objectify and so robustly test. In the same vein the approach has been criticised for being too individualistic. In using individuals' experiences as a starting point for understanding their nature or motivations, it makes generalisation problematic. Because of problems of objectivity, this approach has also been argued to be more of a philosophy than a science of human nature, but it is one with which the author can empathise. One of the greatest strengths of humanistic psychology however is its emphasis on individual's choice and its value of personal ideals and self-fulfilment, which everyone can recognise as having. It also provides a flexible framework within which human behaviour can be considered because it can be adapted to the context of the individual's environment in conjunction with their personal feelings, perceptions and goals.

More recent work on motivation theory tends to concentrate on verifying or establishing the main theories in each of the aforementioned schools of thought, rather than developing new explanations for human behaviour. A recent literature search on the area found works<sup>7</sup> to consider the theories of Darwin (1895), Taylor (1912), Mead (1934), Skinner (1953), Kelly (1955), Freud (1957), McGregor (1960),

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<sup>7</sup> Wilkinson, H.E., Orth, C.D. and Benfari, R.C. Motivation Theories: An Integrated Operational Model, *SAM Advanced Management Journal*, Autumn, 1984.

Berl, R.L., Williamson, N.C. and Powell, T. Industrial Salesforce Motivation: A critique and test of Maslow's hierarchy of need, *Journal of Personal Selling & Sales Management*, May 1984, pp. 33-39.

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Stum, D.L. Maslow revisited: building the employee commitment pyramid. *Strategy & Leadership*, Vol. 29, No. 4, 2001, pp. 4-9.

Stein, M.K. Retirees: Climbing Maslow's Ladder, *Journal of Financial Planning*, November 2001, pp. 30-32.



McClelland (1961), Vroom (1964), Herzberg (1966), Morse and Lorsch (1970), Goffman (1971), Alderfer (1972) Bandura (1977) and they continue to cite Maslow (1943, 1954, 1970). Others continue to focus their attention on the most established theories in the field, despite being 25 – 107 years old, as they still provide valuable explanations for human behaviour. Perhaps one explanation for this focus is that given by Landy and Becker (1987) who argue that

*“we have more than enough theories of motivation and more than enough data on motivational phenomena. What is needed is a new synthesis of both theory and data. We need to be more clever with what we already have.” (p. 3).*

Accordingly research into motivation continues to build upon the work of those theories that have been broadly accepted into the field of psychology. Researchers feel that they can contribute to theories of motivation by establishing support or otherwise of those already in existence. Maslow's theory, as a founding rationale in the humanistic psychology field, is one of those that continues to be considered, particularly in the work setting (e.g. Berl *et al*, 1984 with salespeople; Shoura and Singh, 1999 with engineering managers; Stum, 2001 with leadership style; and Stein, 2001, with retirees) and reassures the currency of the explanation in the field of work motivation. No evidence exists though for the theoretical consideration of the motivation of the chosen and commissioned sample - NHS ancillary workers, which this research can contribute.

The author has greater sympathy for the principles of humanistic psychology over other explanations of motivation in the field of psychology, and the practicality of its application in the commissioned business arena over others is also valuable. Behaviourists base their approach on the notion that people are passive in their environment and use strictly 'scientific' principles to measure stimulus-response learning, which is considered too simplistic an explanation for individuals who have feelings, thoughts, language, and its scientific nature could not be robustly operationalised in the work setting. Cognitive psychologists only consider mental processes such as perception, memory, learning and imagining, and is fundamentally hard-line, experimental in its approach to research, which again is not the stance sympathised by the author who regards human nature as much more than a series of mental processes from external stimuli. Psychoanalysis would be somewhat difficult to operationalise in the current investigation of ancillary staff in the workplace. Although considered somewhat far-fetched by the

author that all behaviour is ground in sexual-aggressive drives, it would still be problematic to understand motivations for training, co-worker relations, promotional prospects and the like in terms of staff's libido on an unconscious and conscious level. Social constructivism gives no consideration to the psychological basis or structure of human nature, and instead emphasises the importance of social situations, culture and context bases. Surely there is more to human nature than simply being shaped by the social situation, people must be driven by something other than social approval and reinforcement, and have thoughts and feelings that are not socially based.

Within humanistic psychology, motivation is a drive for personal growth, taking an optimistic view of human nature for improvement and betterment. This approach immediately rings true as the channels for growth are widespread in our society through education, work, family and the community. All of these institutions have the prime aim to develop the individual which may be undertaken through a series of social interactions, requiring responses to stimuli and using mental processes, but the fundamental source of motivation comes from the individual for betterment. Sources and levels of personal growth can also be operationalised and measured by simply gathering the opinions of individuals rather than going into great scientific experiment of stimulus-response impressions or analysis of brain chemicals in mental reactions and would not meet the needs of the managers commissioning the research.

Maslow was one of the first to develop this approach. He rejected the oversimplified view of behaviour as a stimulus-response and considered motivation as a more holistic and dynamic form of personality functioning. His theory is just one in the wider field of humanistic psychology and although alternatives have been considered (Appendix 2) they did not add anything significant to this investigation. There are commonalities between Maslow's model and other humanistic explanations but the latter tend to focus on the ultimate goal or fail to give full detail of how this is achieved. Maslow's model offers a much more comprehensive explanation for human motivation, with testable constructs to ascertain the degree of motivation experienced by individuals. As a macro theory of human motivation, his explanation can be applied to all people as well as offering a flexible framework for investigating the nature of the ancillary staff's motivation in its entirety. His theory has additionally enjoyed application in the work setting by Maslow himself (1965) and others, which increases its appropriateness for application in the current investigation and demonstrates its

flexibility and adaptability. The thesis will now turn to examining previous applications of the theory in the work setting and consider its transference to the current investigation.

## **Maslow's theory of human motivation in the organisational setting**

Despite academic critiques already discussed, Maslow continues to be applied in the field and in particular to the organisational setting. In 1962, Maslow spent the summer in a Southern Californian company and observed the work environment and organisational practices. Following this, *Eupsychian Management* (1965) was published in which he applied his theory of human motivation to the workplace setting, considering leadership, management and organisational development and practice. The adaptability of his theory of motivation was demonstrated through its application to the organisational setting and so makes it particularly applicable to this study of work motivation in ancillary staff.

Further studies have attempted to test the theory in the workplace setting (Porter, 1961; Hall and Nougaim, 1968; Alderfer, 1969; Lawler and Suttle, 1972; Berl *et al*, 1984; Locke and Latham, 1990; Stretton, 1994; Shoura and Singh, 1999) but all have considered the motivation of workers who are high up the management structure within their organisation. Very few have considered lower waged workers (Payne, 1970) and none have considered the motivational structure in ancillary staff. This research addresses that gap.

To apply Maslow's theory of human motivation to work motivation is to consider the individual's needs within the hierarchy in the workplace. Responsibility falls to managers to create the appropriate environment in which the worker can fulfil their needs while pursuing the goals of the organisation. The alignment of personal needs with the organisations' goals is imperative. When alignment has been achieved then the business can benefit from the natural tendency of employees to act to fulfil their own needs, which will also be in the best interests of the organisation. This is one view of management's role that the author sympathises with, but Maslow's model is primarily an individualistic theory of motivation and, while not ignoring job-related and work environment variables entirely, strong emphasis is placed on the characteristics of the individual. Although job and work environments are not central to this theory, its adaptability allows such factors to be considered. In Maslow's later work on management (1965) he considered the outcome of businesses and large organisations creating conditions that would facilitate the hierarchy of needs to encourage self-

actualisation. He considered employment to create the potential for people to become self-actualising; an even greater opportunity than the education system itself. Maslow argued that highly evolved people assimilate their work into the identity of the self: that is work actually becomes part of the self, part of an individual's definition of themselves.

Stephens (2000) summarises Maslow's key messages concerning motivation in the workplace as:

- *Human beings are capable of extraordinary accomplishment.*
- *Creativity and innovation are a natural element of our make-up.*
- *Long-term relationships with customers are the wisest strategy for long-term growth.*
- *Teamwork, although imperative to business outcomes, is an overlooked source of community and esteem for people.*
- *Enlightened management not only improves products and earnings per share; it improves people and this improves the world (p. viii).*

Although Maslow did not specify what appealed to each type of need in the workplace, some practical application can be made from his ideas, such as allowing people the scope for development, for creativity and for innovation. Also to employ team based ways of working to increase esteem and perhaps the sense of love and belongingness within the organisation.

Maslow (1965) advocated the use of the workplace for measuring motivation. He argued that

*“the work situation is an ideal arena for measuring motivation. It's almost the only way in which you could test on a large scale your attributions to human nature” (cited by Stephens, 2000, p.112).*

He did not see it as an artificial setting for considering motivation, since it can have life and death consequences. Although his theory is one of individualistic psychology, Maslow still advocated its use in the workplace setting on both an individualistic or group basis. The workplace provides a controlled environment where employees at a similar level within the organisation are subject to the same

terms and conditions, culture and scope for experiences. This then permits a suitable comparison for motivation between employees.

Wooldridge (1995) considers the attractiveness of Maslow's theory to the domain of work motivation, to lie with its provision of

*“a practical and understandable picture...the concept of having to satisfy them (needs) in ascending order is appropriate to a stable world order where organisations provide employees with basic level of satisfaction in security and in conditions as a platform for progressing towards higher levels of fulfilment” (p.17).*

He suggests that the similarities between the hierarchical structure of the workplace and of human motivation promote a synergy between the two, and the work situation provides a stable environment for a reliable measurement of motivation to be made.

Organisational theorists who have adopted Maslow's proposal suggest that

*“motivation at work can be encouraged and maintained if managers assist subordinates to satisfy their hierarchy of needs, so that one by one the lower needs are met, and the subordinates can concentrate on self-actualisation. This will present to the organisation a self-motivated worker whose inner drive will sustain continuous motivation throughout his or her working life” (Berman Brown, 1994, p. 44).*

The environment has to be created by the manager to allow individuals to realise their motivation and provide scope to achieve their needs, especially if self-actualisation is to be met. The most basic of the physiological and safety needs are met through work, although more sophisticated items appealing to these needs will still be tested in the work setting such as long term job security and future provision. If the needs of the individual and the organisation are shared then the individual will have a natural tendency to be motivated to achieve the needs and appear a self-motivated worker.

Even one of the most widely accepted theorists in the business world was grateful to Maslow for the contribution he made to the management field. Figure 2.1 over page displays a letter written in 1966 from the 'business guru' Peter Drucker to

Maslow, in which he expressed his appreciation to Maslow for how much he had learned from his work. In Drucker's words:

*"how much I owe you, how much I have been learning from you, how much I admire the turn of your mind and the texture of your personality, tough and yet fine-grained, and altogether how much your writings have meant to me."*

To be praised, commended and admired by one of the most celebrated management thinkers of the 20<sup>th</sup> century<sup>8</sup> pledges acceptance of Maslow into the world of management thinking. The admiring and beholden view that Drucker has expressed in his letter serves as testimony to Maslow's influence in the world of business commentary.

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<sup>8</sup> In a recent poll to compile the first global ranking of business gurus, Drucker was rated number 1 in seven of the ten categories:- for originality of ideas, loyalty of followers, international outlook, rigour of research, impact of ideas and the elusive guru factor (Crainer and Dearlove, 2001).

### Letter from Peter Drucker

PETER F. DRUCKER  
138 NORTH MOUNTAIN AVENUE  
MONTCLAIR, NEW JERSEY 07042

Dr. Abraham H. Maslow  
Brandeis University  
Waltham, Massachusetts

Dear Professor Maslow,

This letter is about seven years late. For the last seven years or so I have always been on the point of writing you to tell you how very much I have learned from you and how deeply grateful I am. But every time I sat down to write, I started a long discussion-and in no time at all I found myself arguing some minor point and forgetting the really important reason why I wanted to write-namely, to express my gratitude.

This happened to me particularly after I read your Eupsychian Management. (A measure of my gratitude is my willingness to put up with this title-for an old professional writer who has had a lifetime love affair with the language, this is tolerance indeed. What's wrong with 'Well-tempered,' or simply 'Well-balanced?') I found it a book of tremendous insight and stimulation which made me understand a great many thoughts of my own, made me ask questions, and made me learn. And this is what I read a book for. I am afraid I shall never be the proper academic and be primarily interested in 'what is right,' *let alone* in 'who is right.' I shall always put first the question, 'what do I get out of it?' and 'what can I use this for?' And all your books have been of the greatest value and importance to me in respect to what I learned from them, in respect to what I got out of them, and in respect to what they enabled me to understand and to do. Whether I necessarily agree or not with everything is quite irrelevant-and therefore, the long arguments I found myself engaged in every time in the past I sat down to write to you are irrelevant too.

September 15, 1966

But I know that the moment I start reading your new book, "A Psychology of Science" which I just found on my desk when I returned from a trip in the Pacific, will again start me arguing with you. And before this delays even further my writing a "bread and butter letter" of simple but real gratitude, I thought I'd sit down and tell you how much I owe you, how much I have been learning from you, how much I admire the turn of your mind and the texture of your personality, tough and yet drained, and altogether how much your writings have meant to me. Maybe one of these days I shall have the pleasure of meeting you in the flesh and of being able to convey to you in person my admiration and my gratitude.

Sincerely yours,

Peter Drucker

Source: Peter Drucker letter to A.H. Maslow, reprinted with permission of Ann R. Kaplan and the *Archives of the History of American Psychology*.

Figure 2.1 Letter to Maslow from Drucker



## **Work Motivation: The Wider Field**

As with the field of personality psychology, Maslow's theory of motivation in its application to the workplace setting, is just one in a wider field. There is a magnitude of work on organisational behaviour and theory that consider the nature of organisations, their structure, functions and systems, culture, processes and performance. The behaviour of those within the organisation also contributes to this field, particularly with regard to group interaction, leadership, divisions of labour, conflict and patterns of work. Analyses of organisations can be at three levels:

1. the wider organisational level that considers the organisational structure, systems, culture, change and overall performance, and includes the styles of management or leadership adopted, as well as work design;
2. the group/departmental level, that looks at group formation and interaction, behaviour and team working;
3. and the individual level, that focuses upon cognitive skills, social perception, learning, attitudes, stress, personality and this is also where motivation lies.

Approaches to organisational behaviour and theory vary as they focus upon each level of analysis. There is value in understanding the main approaches within each of these levels as this will help understand the broader context in which work motivation occurs and its potential influences. However length of the thesis and consideration for the reader does preclude a lengthy discussion. There is greater value in considering other approaches to analysing the individual in the organisation, particularly motivation, as it is at this level that comparisons can be made with the rationale selected for examination in this thesis.

## Organisational level

Analyses at this level consider the structure and systems employed within the organisation, that influence and are influenced by the culture, management styles and work designs that are adopted. Organisations also operate in an even wider environment that includes issues, events and trends that happen in society and the wider business world. These issues can be political, economic, social, technological, legal and ecological. Huczynski and Buchanan (2001) suggest that with the increasingly turbulent external environment, a new organisational paradigm has emerged – a post-modern organisation. They define this as:

*"a networked, information-rich, delayed, downsized, lean, boundaryless, high commitment, organisation employing highly skilled, well-paid autonomous knowledge workers." (p. 55).*

This may be true for (some) private sector organisations, but in the public sector environment that employs the ancillary staff being studied, organisations still tend to be highly bureaucratic enterprises that are committed to the provision of public goods and services. They strategically operate on a national level, implementing public policy developed in the UK political arena, and so to some extent they could be considered boundaryless in that they are working towards the same objectives. However the governmental departments that have been established, with a variety of legal statuses to ensure that policy is implemented increases bureaucratisation and establishes boundaries and layers within the organisation. Although the public sector employs highly skilled knowledge workers who have high commitment to the public service, most would argue that they are not well-paid and the bureaucracy then impacts on the level of autonomy they experience. This also has implication for the cultural factors of the organisations, particularly in terms of management which has to be closely linked to governmental and societal issues, and so requiring participation and flexibility in responding to political contexts<sup>9</sup>.

At the widest levels, analysts consider the structure of organisations and the goals and objectives that they are driven towards. Structure can be determined by:

- ❖ the degree of specialisation that is required to meet these goals;
- ❖ the need for management and supervisory staff that would impose a hierarchical structure;

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<sup>9</sup> Further consideration is given to the organisational culture of the public sector and particularly the NHS in Chapter 12.

- ❖ the nature of groupings of departments and jobs whether this is according to function, service, or geographical areas being served;
- ❖ the need for integration and mechanisms chosen to achieve this;
- ❖ and the level of control preferred (Huczynski and Buchanan, 2001, p. 448).

Maslow did recognise the hierarchical structure of organisations and identified the similarity with the structure of human motivation. He recommended that if work motivation was to fully benefit the organisation and the individual, there must be an alignment of the hierarchies for mutual good (1965). Many theorists have put forward their perspective on the structure and form of organisations (e.g. Weber, 1947; Mintzberg, 1983; Morgan, 1989; Jacques, 1990; Pettigrew and Fenton, 2000) that could be applied to the public sector organisations included in the study. However to consider these in any further detail would be beyond the scope of the current investigation, instead there is more value in bringing the level of organisational analysis further down to those that directly impact on employees. As such, consideration will now be given to management styles and work design at the organisational level.

### **Management Style**

Once again there are an abundance of approaches to understanding management style (e.g. Taylor, 1911; Fayol, 1916) but one of the most contemporary and appropriate for this investigation is McGregor's Theory X and Y (1960). Its appropriateness is its derivation, since it is based on Maslow's theory of human motivation and so directly relates management to motivation. Although it was written over 30 years ago, the theory continues to have contemporary application, particularly Theory Y and its development into a Theory Z.

McGregor suggested that traditional management operate their organisations according to Theory X – that people hate work, have to be driven and threatened with punishment to get them to work towards organisational objectives. They like security, lack ambition, prefer to be directed and avoid responsibility (McGregor, 1987). This set of ideas for management can be interpreted in terms of Maslow's hierarchy appealing to workers' lower two levels of the hierarchy – the physiological and the safety needs. Modern Western society has progressed somewhat beyond the time when these lower needs were determinants of work behaviour, and where management could prey on these needs, for example using the 'carrot and stick' method. Satisfaction of the lower needs and subsequent

dominance of higher order ones, such as love and belongingness and esteem needs, has made it more difficult for management to utilise the techniques on which Theory X relies as motivators, such as rewards and threats.

Theory Y, in contrast, postulates that people don't inherently dislike work; they don't have to be forced or threatened by management, they can be self-directed and seek and accept responsibility. Creativity and ingenuity are widely distributed among the population and the responsibility to realise this in the workforce falls to the manager through organisational conditions and methods of operation. These forms of motivation should then be directed towards the goals of the organisation (McGregor, 1987). Nicholson (1995) postulates that by employing Theory Y in modern organisations,

*"workers have the potential for development, the capacity for assuming responsibility and the readiness to work for organisational goals"*  
(p. 566).

Theory Y shows the direct application of Maslow's explanation of human motivation, where individuals are seen as self-directed through their drive for self-actualisation; seek and accept responsibility to appeal to esteem needs; are creative and innovative; and the appropriate environment has to be created for motivation to be realised.

Theory Y invites a change in the role of management from control and direction to guidance and encouraging the self-control of workers. McGregor suggests that this change from Theory X to Y should be a gradual process as the organisation matures, in order to avoid any shock effects. Organisations can be considered to be moving more towards the Theory Y philosophy of management, with evidence including the introduction of such initiatives as the Charter Mark and Investors in People, by the British government at least.

Maslow also designed his own Theory Z in 1971, which focussed on self-actualised individuals as managers. He identified two types of self-actualisers, those who have peak experiences and those who do not. The latter are realistic, practical, mundane and capable people who live more in the here-and-now and who see needs as deficiency-based. The former are the transcendents who have a unique consciousness, their needs are being-based, and they have undergone peak experiences (mystic, sacral, ecstatic) and have illuminations and insights that

have changed their view of the world. Maslow argued that the latter type of self-actualisers fulfil the expectations of McGregor's Theory Y, but the former have transcended past this level to a further level that he named Theory Z (Maslow, 1971, p. 271). The Theory Z manager bases management on devotion to being-needs, and their managerial orientation assumes that all employees are devoted and considered a fellow worker. They admire, love and accept employees and provide the opportunities for their meta-needs or being-needs to be met. Theory Z style of management is focussed on the employee and facilitating the environment for their being-needs to be met, subsequently meeting the being-needs of the manager.

Theory Z was developed further by Ouchi (1981), again to contrast Theories X and Y, and was based on the practical assumptions underlying Japanese Management. According to this viewpoint, management should promote long-term employment and a rigorous socialisation of the workforce, which is similar to Maslow's approach where all employees are socialised to focus on achieving their being-needs. Fewer levels of management should exist, so organisations become more decentralised, again similar to Maslow where the manager was considered a fellow worker. In these environments workers are able to influence their own management. Co-operation and teamwork are prominent and employees work in teams rather than as individuals. Promotional opportunities are delayed, so job rotation is encouraged to reduce the chances of task fatigue. Workers are therefore trained as generalists rather than as specialists. Through performance appraisals, communication and consultative decision making, workers are integrated into the organisation. They are treated much more as a valued asset to the organisation, than outlined in Theories X and Y. According to Maslow, employees are valued, loved, accepted and admired and are provided with the scope for meta-motivation.

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The approach to management outlined in Theory Y and Z consider worker's higher-order needs, Maslow's love and belongingness, esteem and self-actualisation needs. By adopting these Theories there is greater likelihood that the appropriate environment is created for workers to realise their full potential, and perhaps align their personal needs to those of the organisation promoting/nurturing the natural tendency to meet individual and organisational needs. This modern practice of adopting these more permissive styles of management demonstrates the development of management theory throughout the century.

## **Work Design**

The nature of the organisational structure has a great influence on the way in which the work that employees undertake is designed. Some theories of organisational behaviour focus upon work design and ask what can be motivational about each task for people to work. The principle example of the compartmentalisation of tasks are the traditional time and motion studies for work task design (Gilbreths, 1914/1973) which investigated the most efficient way for workers to perform tasks. Time and motion studies were inspired by the work of the pioneering theorist and practitioner in this area, that of Frederick W. Taylor and his work on 'Scientific Management' (1911). Although written almost a century ago, this approach remains highly relevant to today's society with the developments of information technology, quality management systems and other management techniques that are bringing greater discipline into work design.

As well as being revolutionary in its world-wide impact on organisational thought and management practice, Taylor's theory is also highly relevant to the current investigation as it is based on the manual tasks of shop-floor workers, and considers their motivation to undertake these tasks. Taking this 'bottom-up' approach to organisational behaviour he proposed that a science should be developed for each element of a man's work in order to determine the 'one best way' of performing the given task. Workers should be scientifically selected, trained and then developed. Managers were encouraged to heartily co-operate with workers to ensure all work is performed in accordance with the principles of science, and an equal division of the work and responsibility between management and workers was encouraged (Taylor, 1943). By dividing work into relatively simple and specialised tasks, Taylor was able to reduce the need to bring human skills to bear on production, subsequently minimising the opportunity for human inefficiencies and mistakes. Worker-manager relations should be based on a low level of trust, reflected by close supervision. Minimal skill should be needed for task completion consequently reducing training time and costs. To motivate employees to achieve this efficiency, Taylor advocated the use of scientifically designed incentive schemes, primarily financial in nature. With these schemes, workers could maximise their income by obeying the objectives of management as rapidly as possible. According to Taylor, an inefficient workforce was not due to the workers, but due to the inadequacies of the management.

The central assumption of scientific management is that employees are purely motivated to secure maximum earnings, and not other sources of motivation such as achievement, recognition and satisfaction. Because of this the theory can of course be criticised for its oversimplification of motivation and the essence of being human.

Now in the early 21<sup>st</sup> century there is some evidence of Taylor's work in practice through the development of his ideas by Henry Ford on the moving production line where tighter controls are established on work levels, demonstrated in the manufacturing and fast-food industries. Grimshaw (1999) cites Sunstrom (1984) as well to support Taylor's influence in the workplace specifically since the emergence of the 'office' in the late nineteenth century. Its introduction has

*"been synonymous with the division of tasks, a 'Taylorian' management culture, hierarchical structures, status driven staff, overt control of employees, and low technology support" (p. 25).*

The extensive deskilling of work that Taylor originally advocated has been received with much hostility by Trade Unions, as has the intensification of effort levels expected with this form of work design. Initiatives such as performance targets, performance related pay, close supervision and work measurement that are accepted do display his ideas in practice today.

Scientific Management is now no longer as 'scientific' as Taylor first advocated. In industry today, workers are considered much more as humans than as commodities. Now workers are multiskilled, rather than deskilled. Managers have come to realise the benefits of seeking employees' knowledge of production through co-operative means, for example with the introduction of quality circles and working parties. Worker potentials are also realised through staff training and suggestion schemes, where they are encouraged to develop their thoughts and ideas on how they can better perform their job. Now there appears to be a more staff-centred, humanistic Taylorism in practice. Although his theory did not consider individual motivation, Taylor's original theory advocated motivation at the physiological and safety need levels through financial incentives and threats. Now this has developed alongside industry to more complex sources of motivation in the opportunities created for teamworking and input on the process of work through suggestion schemes.

## **Group level**

Employees can form informal groups through shared interaction, common goals, physical proximity or cultural similarity, alternatively they can be assigned to a team by managers and given a task thus establishing a more formal group. Through social interaction, attitudes and behaviour, internal structures are developed within the group relating to co-operation and stable arrangements. According to the descriptions that Maslow used, group formation and membership should facilitate love and belongingness needs through the shared needs and indispensability of the individual as a team player, and potentially esteem needs if the group represents status or contact with superiors. There is an increasing use of teams or groups to undertake organisational work, as it promotes the commonality of interests, goals and communication between individual workers, but is ultimately directed towards the goals of senior management and the wider organisation. Within the NHS, there is an increasing focus on teamworking for both clinical and non-clinical staff, including a mixture of both types of staff within one team as the service becomes shaped around the needs of the patient rather than the specialism of the worker (NHS Plan, 2000)<sup>10</sup>.

Mayo was one of the first researchers to consider group-oriented behaviour in the organisational setting over individual-based behaviour (demonstrated in the work of Taylor, 1911). His emphasis on the group as the central explanation for organisational behaviour, developed through his involvement in the Hawthorne experiments of the 1920s and 30s. These experiments found that the unofficial norms and authority of informal groups had strong control over the work attitudes of individual group members, and so work should be considered a group activity and individuals should be considered within these groups rather than in isolation. He proposed a social philosophy based on this work (1945) that emphasised the importance of the informal *natural* group that develops high levels of cohesiveness and intimacy through normal interaction. It is the role of the manager to facilitate the development of these groups and then even wider 'community' groups, as Mayo argued this was necessary if the wider goals of the organisation are to be met. The most effective and efficient groups however may not be developed through natural grouping, as the focus of individual workers who are particularly compatible may be to develop their social relationships more than achieve the goals of the group. If organisations based grouping purely on a natural level, some

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<sup>10</sup> Further discussion is given to teamworking for ancillary staff in Chapter 3.



workers would inevitably be left out and some groups would be larger in size than others, and so performance would again vary. Groups need to be assigned on a formal basis to ensure appropriate configuration and then the work environment should allow for values, norms and affiliations to be developed within the group.

Formal groups are usually formed along a division of labour. It is the role of management to decide the combination of tasks and technology that are required for the goals and objectives of the formal groups to be achieved. These groups tend to have a formal structure with and exist to meet organisational objectives.

Informal groups however will inevitably form that are based on shared non-work related interests, desires, goals and hopes, as we have a natural tendency to find others with similar social needs. This could be explained as our motivation for love and belongingness needs or even lower than that - driven by our motivation for a sense of safety and consistency.

Some authors use the terms 'group' and 'team' interchangeably, however Belbin (2000) has argued there are distinct differences along a number of criteria. He suggests that teams tend to be limited in size, have a shared or rotating leadership, have mutual knowledge and understanding, experience dynamic interaction as opposed to togetherness, persecute opponents, and members' roles are spread through co-ordination rather than convergence through conformism.

Groups generally transform into a team when members have had chance to form, define goals, and establish rules; have been through tension and struggles for leadership; and then go on to agree a consensus, accept leadership and begin to co-operate, so that they can then perform successfully (Tuckman and Jensen, 1977). Teams can then be characterised as co-operative, co-ordinated and cohesive.

Differences in members of a group tend to lend themselves to defining the structure of the group. Members are accorded different amounts of status and power, hold different roles, have different levels of leadership and to some extent are determined by their liking of each other. Maslow's notion of safety motivation argues that individuals require consistency, predictability and stability in the world, and it is this motivation that forces individuals to form opinions about people to make sense of the world, and in this context, that will relate to fellow members of a group. Groups require a structure that is familiar to all members as they reduce hostility for status and power and establish systems of

communication, roles and facilitate effective interaction and thus overall performance. Those that do acquire status and power in the group tend to do so on the basis of a social exchange, perhaps through supporting other members to achieve their own goals and those of the group. They then become the leader of the group whether this is at a formal or informal level, but this can all change at any time, if members feel the leader is no longer worthy of respect, and they undertake social exchange with another group member.

This approach however does not consider the impact of team-working on those who strive for personal and individual recognition, who want their personal attributes and learning experience remembered, and so become increasingly frustrated by their integration into the group. When work performance and recognition is purely based on the team or group performance, it will be to the detriment of those who want individual recognition for their contribution. Although becoming leader of a group may satisfy the individual in the short-term they may be forever trying to escape the realms of the group, to achieve personal identity in the organisation. It may be easier for management to control workers, ensure tasks are complete and to meet the organisation's overall objectives, if individuals are not considered as individuals thus introducing fewer elements for the managers to manage. Similarly individual's freedom of action is reduced as it is controlled by the tasks assigned to the group, with little scope for autonomy and the individual's identity is transferred to that of the group (deindividuation).

In response to the criticisms of the group level analysis of organisational behaviour, it seems logical for the thesis to now consider the individual in the workplace, taking a much more 'humanistic' approach to the worker.

### ***Individual level***

At the individual level, organisational behaviour considers learning, personality, perception and communication. Although all are relevant to the study of the worker, the most appropriate approach for the thesis at this level of analysis is the study of motivation.

The organisational behaviour literature cites two main approaches to motivation theory. Firstly there are content theories of motivation that identify the principal motives for our behaviour and this is where Maslow's theory lies. His is one of the

leading propositions in this approach to motivation, and continues to be cited in many texts on organisational behaviour in explaining motivation which reassures its currency in the field (Huczynski and Buchanan, 2001; Bennett, 1997; Morgan, 1997; Cole, 1995). Huczynski and Buchanan question whether Maslow's theory can be dismissed as irrelevant to organisational behaviour in the 21<sup>st</sup> century, but argue:

*"No. His thinking remains highly influential, particularly in the recognition that behaviour depends on a range of motives. His ideas continue to affect management practice in areas such as reward policy, management style and job design. Many subsequent management fashions such as job enrichment, total quality management, business process re-engineering, self-managing teams, 'the new leadership' and employee empowerment, have incorporated his ideas in the search for practical motivational methods."*  
(2001, p. 242).

Maslow's theory therefore continues to be a contemporary approach to motivation in both theory and practice, and would suggest that it is still an appropriate model to adopt in structuring this investigation of large samples of ancillary staff. However other theories in this field should firstly be considered as alternatives for this investigation.

Several content theories were constructed that built upon Maslow's original work. Alderfer (1972) restructured Maslow's theory into three broad groups of basic needs. Maslow's physiological and safety needs compiled Existence needs; love and belongingness and esteem needs corresponded to Relatedness; and self-actualisation became Growth needs (ERG theory). In contrast to Maslow's theory, Alderfer suggested that all needs can be motivating at one time, although they do operate hierarchically and if attempts to satisfy a higher need are hindered then lower needs will be sought.

This approach takes a much more simplistic view of motivation than that given by Maslow, and as such is considered to lose some of the complexity that Maslow attempted to include in his explanation of human nature. Using Maslow's theory it is possible to distinguish between basic biological requirements for existence (physiological) and the motivation for consistency, predictability and fairness in human relations (safety) that are quite distinct types of motivation. Alderfer

however has chosen to group them together, using the grouping of Existence, to consider the needs for physical well being that could include a very wide range of activities. Consequently the complex sources of lower levels of motivation are simplified into basic drives and so comes back to the criticisms of the Behaviourists that initially stimulated Maslow's theory and the Humanist approach. Similarly, there is a great difference between the need for love and affectionate relationships and the need for achievement, prestige, respect and independence that Alderfer has lost by grouping them together into the Relatedness need. Although both are based on relations with others, love and belongingness motivation concentrates on social relations (even in the workplace with friends and co-workers) and motivation for esteem comes from relations that can provide recognition, respect and achievement. The source of esteem can vary, but in the workplace it tends to be in managers' power to grant or withhold. Alderfer is therefore again merging two very different types of relations. Maslow makes finer distinctions in his explanation of the complex entities that are people. He provides a more subtle framework for investigation.

Herzberg (1966) also developed a much more simplified explanation for human motivation with his 'Two Factor Theory'. This distinguished between human motivation to avoid pain and obtain basic necessities for survival and the need to develop personal capacities and potentials. The more basic needs are called hygiene factors and in the workplace these relate to working conditions, pay, supervision, co-worker relations, status and company policy. Herzberg argued that hygiene factors are not a source of motivation, but they are a source of dissatisfaction when they are not met. 'Motivators' on the other hand, are outside working conditions and focus upon the opportunities in the workplace for achievement, recognition, growth, advancement and responsibility. When opportunities for 'Motivators' are increased then employees performance will improve, but the absence of one of these would not have a significant impact on workers.

Herzberg's theory was based on the responses given by professionally qualified engineers and accountants, and so may not represent the motivations of those that are less financially secure or are unable to express their dissatisfaction with company policy or working conditions in order to have an impact. This has clearly had an effect in his classifying pay and other fringe benefits as hygiene, rather than motivating factors as these can be decisive aspects for many people in accepting or rejecting a work role and their performance within it. Herzberg's

hygiene factors are similar to the needs identified in Maslow's safety motivation for consistency, stability and fairness, however these factors also include the motivation for social relationships (with co-workers, for status) which are of a very different nature to the other extrinsic rewards. As also demonstrated with Alderfer's theory, by grouping together very different types of motivation, the essence of 'being human' in the workplace is lost through over-simplification. By generalising the basic needs of the work role for all types of workers to such extrinsic, varying and culture-bound factors, Herzberg over-prescribes the nature of job satisfaction and what should be dismissed as unmotivating. Some workers could be motivated by supervision, co-workers and company policy rather than simply being satisfied with them, yet it is written off as a hygiene factor, not considered to be a source of motivation, and so left untapped. Maslow's theory can incorporate all aspects of the job role and is able to assess the nature of motivation for all workers, whether this is at a low or high level. Herzberg's theory however was a valuable contribution to the field of work motivation in highlighting the need for varied and rewarding work. In order to maximise the incidence of motivators in each person's job, managers should seek to enrich work, such as extending the employee's autonomy over their work and restructuring work to increase variety.

Other content theories of motivation include Taylor's (1911) Scientific Management that identifies pay and rewards as the prime source for motivation and McGregor's (1965) Theory X and Theory Y that recognises financial incentives and social/ esteem and self-actualisation motivations respectively. However none of these provide such a detailed, pertinent and humanitarian explanation for motivation as that provided by Maslow.

The second approach to motivation theory focuses upon why people choose the goals they do, and concentrate upon the cognitive decision-making process. These are *process theories* of motivation, which argue that individuals have a choice of motives. These theories map motivations for making these behaviour-determining choices in pursuit of objectives rather than seeking to explain what these objectives are.

Equity theory argues that individual's motivation is highly influenced by one's perception of being fairly treated. People compare their returns against those received by others doing the same work. When there is correspondence between the efforts and rewards of the individual and others then they enjoy a state of

'distributive justice', but when they do not conform then they experience 'cognitive dissonance'. To remove this feeling of cognitive dissonance workers are motivated to make change in effort or reward, either in reducing effort or seeking more reward. Individuals are therefore motivated by the outcome or rewards of their efforts, but the nature of these are not prescribed by the theory. This could vary widely between people ranging from fringe benefits, promotional prospects, status, job security or pay, thus making it difficult to measure. Since behaviour is explained by individual's perception of effort and social comparisons, any analysis is based on subjective interpretations, which compromises its reliability and robustness. The theory is useful for management in identifying employees' ability to make comparisons that cause tension and resentment based on any type of information, so accurate details should be circulated about rewards and efforts. As a process theory of motivation however it does not give any information about the types of needs that are effected and so only touches one aspect of human nature. It reduces human motivation to being based on competition and so cannot explain motivation that is biologically based, personally rewarding or altruistic. Since the sponsoring managers were interested in understanding the content of their staff's motivation, a process theory would not be appropriate for this investigation.

Expectancy theory is a further explanation of the process of motivation that is based on individual's expectations that certain modes of behaviour will result in the desired goal/ event. This is based on the goals that the individual selects and the learned beliefs they have that will help achieve them. Vroom (1964) identified 3 factors that affect individual's motivation:

1. *Valence* – the value or preference that an individual places on a particular outcome. How much the person wants outcomes to happen.
2. *Instrumentality* – the individuals estimate that good performance will lead to the desired outcome.
3. *Expectancy* – the person's belief that effort will lead to good performance.

Motivation is the product of these three areas rather than merely the sum, so the value of all factors has to be positive for the motivating force to be positive. Individuals therefore make a conscious decision about their behaviour based on their subjective interpretations of the likelihood of a particular outcome. This model has implications for business in the need for employees to see the relationship between effort and reward, and that any reward should be tailored to

meet the employees needs. However because these are based on subjective interpretations leading to individual differences in preferences and perceived outcomes, it makes it difficult for managers to devise and apply individualised models of motivation.

It is difficult to test a process theory of motivation without understanding the nature of individual's goals. Expectancy theory suggests that people's goals vary widely since they are influenced by social perception, so it would be difficult to reliably establish the relationship between effort and rewards when they are so different for different people. To compare the process in one worker with an objective for more pay and another with a goal for more autonomy would not allow a reliable examination. Any difference could be the result of the nature of the goal, their perception of valence, instrumentality or expectancy, cultural influences or a number of other factors.

Studies of the individual within organisational behaviour focus upon explaining why workers act as they do and what influences their decision to act as they do. As well as contributing to the academic study of organisational behaviour, this is also of benefit to managers and the wider organisation in understanding that individual's internal systems can be effected by external systems such as company policy, training, pay and work design, in order to nurture the best performance. Understanding motivation is just one approach to doing this, with other approaches considering individual's learning process, the impact of communication, workers perceptions as well as the nature of their personalities. However it is not possible to consider these other approaches at this point due to length of the thesis, so only approaches to motivation have been considered as they make a valuable contribution to the current investigation.

Approaches to motivation either explain its content or its process. Maslow's identification of 5 sources of motivation makes his theory an explanation of content, and in fact one of the first to do this. Other content theories have based their work upon Maslow's rationale, and have since tried to combine and re-label the five needs into either three (Alderfer, 1972) or two (Herzberg, 1966). By doing this they have grouped together motivations of quite a different nature, for example basic biological drives with those requiring social interaction to establish stability, predictability and consistency; or the need for social and affectionate relations grouped with the motivations for pride, self-esteem and prestige. Consequently they have over-simplified the very nature of being human that

Maslow's theory can encompass. As a humanist explanation it is also able to distinguish the need for real personal growth (self-actualisation) from that undertaken to impress others (esteem) that are lost in Herzberg's explanation of motivators and Alderfer's relatedness and growth needs.

Maslow's theory also attempts to explain the process of motivation as driven by the relationship between the satisfaction and importance of the needs. An examination of this process can quite comfortably be operationalised by measuring the satisfaction and importance that workers experience, and it can also be done to a greater degree of reliability since the content of motivation should (according to Maslow's theory) be the same for everyone, so allowing comparisons. With process theories, only the process of motivation is explained and not what individuals are motivated towards. As such any test has to be based on the individual's personalised goals, which makes comparisons difficult and compromises reliability.

The explanation of human motivation given by Maslow is therefore considered to give more detailed consideration to the nature of being human, but also one that can be operationalised effectively and because it is a universal approach, it allows reliability to be tested through repeatability with different individuals. Although Maslow's theory was not specific in explaining motivation in the workplace, it is still valuable and most appropriate through its transferability as shown earlier in the chapter. This interchangeability is obviously supported by the organisational behaviour literature that does focus upon work motivation, as it is frequently cited in texts on the subject (Huczynski and Buchanan, 2001; Bennett, 1997; Morgan, 1997; Cole, 1995). Subsequently Maslow's theory is considered to be the most appropriate explanation of human motivation that can be applied to the current investigation of ancillary staff.

A further aspect of the theory's appropriateness to this study is its previous application in the work arena. The majority of these operations however have concentrated upon workers in professional or managerial roles, thus holding a more privileged position in the organisation which may influence the sources of motivation open to them and subsequently the research findings. None that the author could locate considered those lower down the structure and particularly those who clean, cater and porter within the organisation, so the research will address this. There is still worth in considering these previous studies, to learn



how Maslow's descriptions of needs were operationalised in the workplace. Consideration will now be given to a selection of these studies.

## Tests of Maslow's Hierarchy in The Work Setting

Maslow's theory is a prevalent theory for explaining the work motivation of employees and designing work to meet individual's deficiency and being needs. Attempts have been made to test the validity of Maslow's propositions in the organisational setting, but some difficulties have been experienced due to the *a priori* nature of the theory. This may have been due to Maslow's own ideas about theory construction and methods used for research as he criticised the newer methods of research used in psychology and supported a more 'humane' science (1970). To achieve this humane science he failed to provide standard definitions of constructs or directions for empirical trials subsequently reducing the level of rigour. However Maslow did provide extensive examples of the behaviour and feelings associated with each need he described and was logical in his consideration of the process of motivation.

Because his theory was based on logic and clinical experience rather than empirical research, interpretations and operationalisation of constructs to test the theory vary<sup>11</sup>. It has nevertheless received much attention in the study of work motivation, and continues to be popular in recent times (Stein, 2001; Stum, 2001; Shoura & Singh, 1999). The most prominent reason for this continued application is the insufficiency of other macro theories of human motivation. As has been shown, theories of work motivation can be subsumed, interpreted or better explained by Maslow's comprehensive theory of human motivation, which may explain its popularity and certainly its selection for this investigation. Previous applications of the theory in the organisational situation will now be considered to understand their usefulness in testing the model in the current study

### **Porter (1961)**

Porter designed a Need Satisfaction Questionnaire (NSQ) to test Maslow's theory of human motivation. This has since become a popular tool for this purpose and used in other investigations of work motivation (Roberts *et al*, 1971; Lawler and Suttle, 1971) which will also be considered within this section. The instrument's development was in response to a shortage of tests of manager's work motivation, and so Porter operationalised Maslow's theory to measure this. He chose to discard the physiological need rationalising that

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<sup>11</sup> considered earlier in the chapter.

*"these needs are presumably so adequately satisfied for any managerial person that questions concerning them would appear irrelevant and unnecessary to the respondent" (p. 3).*

An 'Autonomy' need category was also added to the hierarchy, which would typically fall into the 'Esteem needs' level, but Porter argued

*"it seemed that they are logically distinct from other items that are more commonly associated with the term 'esteem'" (p. 3).*

The questionnaire contained 15 items (Table 2.1) that sought to measure need satisfaction against 4 of Maslow's original needs and Porter's additional autonomy need. The measures for each need were not however equally distributed, which may bias the support for some needs over others. For each characteristic the respondent had to rate along a 7-point scale how much of the characteristic there was at present connected with the management position; how much of the characteristic they think there should be connected with their management position; and how important the characteristic was to the respondent. This then generated 3 scores, and from these a 'need deficiency' score was calculated by subtracting the 'is now' score from the 'should be' score.

As a tool for testing Maslow's theory the questionnaire has several weaknesses. Firstly, due to the changes made to the structure of the hierarchy, it is not a direct test of Maslow's theory. Secondly, the questionnaire deals predominantly with the top two needs at the expense of the lower order needs, and therefore does not examine the whole hierarchy equally. And finally no published reliability or validity test figures of the tool are provided. The items measuring each need do however appear consistent with Maslow's explanations of each need and so have high face validity. Problems can arise though from the positioning of the items in the questionnaire and the potential impact on the respondent's answers due to their close proximity. Despite these criticisms the NSQ has been extensively utilised (Lawler and Suttle, 1972; Mitchell and Moudgill, 1976; Roberts *et al*, 1971). Perhaps it's appeal is the universality of the tool for measuring motivation in managers, its adaptability and the fact that it was one of the first to design operational definitions of Maslow's need classifications.

### **SECURITY NEEDS**

The *feeling of security* in my management position

### **SOCIAL NEEDS**

The *opportunity*, in my management position, *to give help to other people*.

The *opportunity to develop close friendship* in my management position.

### **ESTEEM NEEDS**

The *feeling of self-esteem* a person gets from being in my management position.

The *prestige* of my management position *inside* the company (that is, the regard received from others in the company).

The *prestige* of my management position *outside* the company (that is, the regard received from others not in the company).

### **AUTONOMY NEEDS**

The *authority* connected with my management position.

The *opportunity for independent thoughts and action* in my management position.

The *opportunity*, in my management position, *for participation in the setting of goals*.

The *opportunity*, in my management position, *for participation in the determination of methods and procedures*.

### **SELF-ACTUALISATION NEEDS**

The *opportunity for personal growth and development* in my management position.

The *feeling of self-fulfilment* a person gets being in my management position (that is, the feeling of being able to use one's own unique capabilities, realising one's potentialities).

The *feeling of worthwhile accomplishment* in my management position.

Table 2.1 Porter's Need Satisfaction Questionnaire (1961)

### **Friedlander (1963)**

Friedlander designed a 17 'source of satisfaction items' questionnaire to test Maslow's theory, particularly the existence and nature of the needs that were proposed. His sample predominantly consisted of professional and managerial workers but also some clerical and sales staff in a Midwestern USA manufacturing

company. Using factor analysis on the results three needs were measured by his 17 items (Table 2.2):

**Factor 1**

The working relationship I had with my supervisor was very good  
I was working under a supervisor who really knew his job.  
I was working in a group that operated very smoothly and efficiently.  
Management policies that affected my work group took into consideration the personal feelings of the employees.  
I had exceptionally good working conditions and equipment.  
I felt secure in my job.  
The working relationship I had with my co-workers at my level was very good.

**Factor 2**

The job required the use of my best abilities.  
I had a real feeling of achievement in the work I was doing.  
I liked the kind of work I was doing.  
I received a particularly challenging assignment.  
I was getting training and experience on the job that were helping my growth.

**Factor 3**

I felt there was a good chance that I'd be promoted.  
I was expecting (or received) a merit increase.  
I received a particularly challenging assignment.  
I was given increased responsibility in my job.  
A job I did received recognition as being a particularly good piece of work.

Table 2.2 Friedlander's 17 source-of-satisfaction items (1963)

Huizinga (1970) labelled the factors found by Friedlander according to Maslow's categories. Factor one was interpreted as love and belongingness needs since it dealt with the relationship workers have with their superiors and co-workers. Factor two was the growth need of self-actualisation since it dealt with the pride that worker's take in their work, abilities and growth. Factor three was in close correspondence to the esteem need as the items focus on the sense of self-esteem and respect and recognition from others in the organisation.

The job satisfaction study showed support for three of Maslow's human needs in

the workplace, and although the items cannot be directly applied to all workers, they are most adaptable.

### **Hall & Nougaim (1968)**

Hall and Nougaim also tested the existence of Maslow's hierarchy in an organisational setting. Their reasoning was that:

*"none that we have seen has explicitly employed his (Maslow) need levels and studied changes in need strength and satisfaction in a panel of subjects over time" (p. 15).*

They tested the hierarchy over a period of five years with new management trainees via annual three-hour interviews. From this data, nine need categories were empirically derived that could be subsumed by Maslow's own need classifications (Table 2.3). Each need was then content analysed and given need strength ratings ranging from 1 (low concern) to 3 (strong concern). A second score was then given to each need category reflecting the level of satisfaction or dissatisfaction with the need. The total categories measuring the needs were then collapsed into four need levels, approximately the four highest proposed by Maslow where once again physiological needs were discarded and the further deficiency need of autonomy added. The hierarchy was tested in three ways. First was static analysis to measure the relationship between need satisfaction and need strength for all levels within each of the five years. Second was change analysis to look at all the changes in need satisfaction from one year to the next, which were correlated with changes in need strength at the next higher level during the same time period. The final analysis was to measure the success of the participants according to their fifth year income. From these results, Hall and Nougaim assumed that needs and satisfactions would change differentially. For the more successful managers, greater security and remuneration would follow as would higher satisfaction and low safety need strength.

This success analysis would tend to assume that financial success equates with the higher ordered needs of Maslow's hierarchy, which may not be an accurate measure of the need. Hall and Nougaim have also chosen to perform a broader investigation of the needs on an annual basis than the short-term interplay of the hierarchy. Although longitudinal studies have their advantages, they can also cause repeat bias and (particularly for this case) outside factors may be

influential. Needs may change because of a personal source of motivation than an organisational source, thus questioning the reliability and validity of the findings.

**SAFETY**

Safety – the need to feel safe and prepared for anything that might happen, however unexpected. The need to avoid threat.

Structure – the need to have the world predictable and ordered, to avoid ambiguous situations, and to be dependent on others for the initiation of activities.

Support and Approval – concern over acts of notice, praise, or blame as a means of self-definition. Relying on opinions of others for achieving self-esteem and self-confirmation.

**AFFILIATION**

Affiliation – concern over establishing, maintaining or restoring a positive affective relationship with another person or group in the work situation.

**ACHIEVEMENT AND ESTEEM**

Achievement and Challenge – the need to compete with some challenging standard of excellence, either internal or external.

Responsibility – the need to hold a responsible position and/or to control the means of influence over policy and other people. Responsibility is used here in the sense of accountability for the effects of one’s own decisions.

**SELF-ACTUALISATION**

Meaning and Sense of Purpose – the need to serve some higher cause. A desire to see one’s own work as related to some more all-encompassing goals.

Personal Development – the need for development and integration of personal skills. The desire to become competent, skilful, and effective in areas which are important to the individual and which are job-related, within broad limits.

Stimulation – the need for activity which stimulates curiosity and induces excitement. The need for interesting work, for unique and varied experiences.

Table 2.3 Hall and Nougaim (1968)

## **Conclusion**

There is no ideal model that can be applied to a study of work motivation, all have their weaknesses, contradictory evidence or provide explanations with which the author does not sympathise. As has been shown in this chapter, Maslow's theory also has its criticisms, flaws and alternative explanations, but it has shown to fulfil a number of criteria considered important for this investigation, and highlights the worth of continuing with the model in this research.

- The theory views motivation as a drive for growth, achievement and improvement, which are clearly valid in our society's interpretation of this through education, work and community systems. The author has greater sympathy for these basic principles of humanistic psychology than any other in the field.
- It considers motivation in its entirety from basic biological drives to relations with others and personal growth. The application of such a model is rare in lower level workers, since the focus of research tends to be upon pay as the prime motivator, so the investigation will make a contribution to the research base.
- Other content theories of motivation have built upon Maslow's work, but have chosen to group together sources of motivation that are of a very different nature. It is the author's view that these have over-simplified the very essence of being human that Maslow's model has maintained.
- The theory is a macro theory of motivation that can be applied universally and so will provide structure to an investigation of the motivation of large samples of ancillary staff across many organisations. It will provide flexibility in tailoring the needs to the public sector ancillary work role and structure in allowing the design of testable constructs on which comparisons can be made, that will meet the needs of the sponsoring managers.
- Maslow's model has had extensive application in studies of work motivation, which recommends its appropriateness, however these have predominantly focussed upon managers or professionals. By selecting this theory in research of much lower level ancillary workers, a contribution will also be made to the body of knowledge that is Maslovian psychology. Earlier employment of Maslow's theory in the workplace also assists with the operationalisation of the needs in this setting that will be of benefit to the current investigation.



On consideration of the field of motivation in psychology and organisational behaviour, greater worth has been shown for continuing with the examination of Maslow's theory of human motivation in the current investigation. Using previous applications, knowledge of the sponsoring managers and other researchers, measures will be designed to test the appropriateness of each of the needs identified by Maslow to the motivation of ancillary staff. Before this however, the thesis will now turn to the population under consideration, and the current policies addressing the motivation of NHS ancillary staff.

## **Chapter three**

### **Low Wage Workers in the NHS**

In modern 'civilised' society the basic survival needs are fulfilled, if necessary by welfare systems that guarantee shelter and the financial provision for food. In the same societies however the majority have some form of paid employment, which makes money a prime source for more 'comfortable' survival. By considering those who are in paid employment but receive less money for this it should be possible to evaluate whether the reduction of financial resources influences the extent to which humans can fulfil survival needs and whether this stifles motivation to fulfil higher-order needs and ultimately self-actualisation.

A way to consider this low paid population is to focus on their motivation in the work setting - the mode through which financial resources are gained and can be secured for the future, and also advocated by Maslow as an ideal arena for this (cited in Stephens, 2000, p. 112). This became the case for the current research, following support from a number of FM managers in NHS Trusts and Universities to identify the aims, objectives and direction of the ancillary staff under their management. This group of staff clean, cater and porter within vast organisations that positions them at the very lowest levels of the employee hierarchy consequently recompensing the lowest wages for their work. Maslow's model provides a structured yet flexible approach to investigate the content of staff's motivation and whether all of the needs described in the model are appropriate for the low waged staff. In feeding back these findings to the sponsoring organisations, it also makes a valuable contribution to management practice of designing roles, working methods and rewards.

However, as shown in Chapter 2, the majority of applications of Maslow's model in the work setting have centred upon the motivation of white-collar professionals, in the form of bottom and middle managers in private companies (Hall and Nougaim, 1968; Lawler and Suttle, 1972; Orpen, 1997) engineers (Shoura and Singh, 1999) or accountants (Mitchell and Moudgill, 1976). Nevertheless, with such contemporary issues in the UK as the introduction of a National Minimum Wage as well as the effects of Compulsory Competitive Tendering and Market Testing in

local councils, hospitals and other public services<sup>12</sup>, the focus of understanding motivation has shifted to those affected - predominantly the low waged (Bach, 1998; Brief *et al*, 1997; Carr *et al*, 1996). In comparison to the private company employees considered in previous studies, the direct influence of Government within public sector management has not been considered. The drivers of this sector (to reduce public spending and achieving value for money) necessitate a dynamic service with the ability to respond to the continual introduction of cost-cutting initiatives. Often the wages of public sector employees are hit to meet the need for savings, which further distinguishes them from the conditions experienced by the samples of previous studies of Maslow's theory who can re-invest the profit they make. The introduction of the national minimum wage in both private and public sectors has protected the degree to which cost cutting can affect already low paid workers, but the impact this will have on their esteem needs remains unstudied.

According to Unison (1997i), the public service trade union, wage inequality in the UK has soared in the last 18 years and the need for a minimum wage became tremendous. Wage inequality was greater at the time of writing than it was a century ago, with the proportion of people on incomes less than half the average wage increasing from 8% in 1982 to just over 20% between 1990 and 1992. In April 1999, the British Government introduced the National Minimum Wage set at £3.60 an hour for over 21 year olds. The introduction of the wage is considered to be an instrument of social policy, providing a safety net through which no one should fall, and ensuring the relative position of the lowest paid does not deteriorate any further. This was increased to £3.70 in 2000, to £4.10 in 2001, and in October 2002 it rose to £4.20 an hour.

Cooper (1998) reports a study of the impact of the minimum wage's introduction on healthcare workers. According to the study 1 in 10 healthcare assistants benefited from the introduction of the minimum wage. With regard to non-clinical ancillary staff, often the lowest paid workers in the NHS, only a handful of contracting firms providing ancillary services to the NHS paid below £3.60 an hour. Set at this rate, the minimum wage would have had a minimum impact on the NHS, if any at all, thus supporting the call for their wage to increase (p. 6). For Unison, the highest concentration of low pay in their membership is among NHS ancillary staff, with 96.4% of this group earning less than £4.42 an hour and 89%

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<sup>12</sup> This has now changed to *Best Value* demonstrating the dynamic nature of the public sector

paid less than £4.00 an hour (1997ii, p.2-6). The NHS is soon to roll-out (2003/04, 2004/05, 2005/06) a 10% increase in wages over the next 3 years to modernise the pay structure. There will be a new NHS minimum wage of £10,100 per year, equivalent to £5.16 an hour, representing an 11% increase in the minimum NHS salary. This has resulted from 'Agenda for Change' negotiations between UK Health Departments, NHS employers and NHS trades unions that have been happening since 1997. The new pay structure is based on evaluations of jobs, with staff having to demonstrate their competence in the knowledge and skills they apply to the role, and the structure has the flexibility for employers to reward staff for being flexible and taking on new qualifications and responsibilities (Department of Health, November 2002). The impact of this change on all NHS employees, but particularly the retention rate of ancillary staff will be of great interest.

Compulsory Competitive Tendering (CCT) and Market Testing were introduced by the British Government in the public sector to strive to improve efficiency and cost effectiveness. Services predominantly effected by the initiatives are those that typically employ the lowest waged workers, namely catering and cleaning. Through the cutting of jobs and the reduction of worker's hours by contractors struggling to win the service contract, the treatment of low waged workers has deteriorated. Issues of job security arise when contracts are due for renewal and has been found to have deteriorating effects on morale and work motivation (Smith *et al*, 1998). At the Labour Party conference (2000), the Health secretary recognised that CCT had been 'a failure', with adverse effects on quality and staff (Weeks, 2001, p. 15). To replace CCT a new policy *Better Value for Patients* was introduced in 2001 on which to base the provision of non-clinical services, where both quality and cost are the criterion for awarding contracts<sup>13</sup>. Weeks (2001) explains that

*"the new emphasis on quality in support services and the announcement of new investment in training for support workers are both welcome"*

since staff affected by CCT and contracted-out

*"no longer feel part of the team and are excluded from NHS employment"*

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<sup>13</sup> This research was conducted prior to the discharge of CCT so its effects on motivation will be reflected in the research

initiatives" (p. 15).

The application of Maslow's model to these changes would suggest that CCT not only had detrimental effects on physiological and safety needs (pay & job security), but also impacted on love and belongingness and esteem needs (team working & organisational systems). Hopefully the introduction of the new initiative will improve these sources of motivation for the ancillary staff and turn the focus to quality of service instead of cost.

As previously shown, in today's society, financial reward does not necessarily determine the satisfaction of the basic needs for survival. Instead it follows that people strive for money to improve the *quality* of physiological support in terms of getting better food, drink and shelter. Work is undertaken to gain the financial means to improve the quality of physiological needs, and so their quality is implicitly dependent upon one's employment and pay status<sup>14</sup>. Security of employment is also a significant factor in fulfilling these basic needs so one can ensure financial provision can continue and needs will be met. Motivation will again differ according to the level at which these needs can be met and so the amount of finances rewarded for work behaviour should be considered when examining the relevance of Maslow's hierarchy in today's climate.

Very little work has been conducted into the work motivation of low-waged workers that does not centre upon the pay issue. Even less research has been conducted into such a specific group as ancillary staff in the NHS. This research has derived from the need to fill this gap as recognised by the author and supported by the FM managers. The application of Maslow's model to these staff in structuring the study of their motivation also adds to the theoretical field since so much has previously focussed on professional and managerial positions. The nature of the public sector industry in which the sponsoring sample works will now be considered for the environment and opportunities it creates for ancillary staff to realise their motivation.

The NHS is one of Europe's largest employers with a proportion of those employed on low incomes. Work motivation research conducted in the NHS has predominantly looked at workers in clinical services, investigating the motivation and usually stress levels of doctors, consultants and nurses (Brief *et al*, 1997;

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<sup>14</sup> This is not applicable to wealthy people who do not need to work to survive.

Cooper, 1998). However, the complete restructuring of the NHS since the early 1980s and introducing the internal market, have placed increasing pressure on non-clinical healthcare support services (Hwang *et al*, 1999, p. 293) so some attention should be given to the impact of the changes on staff in these areas. These pressures are reflected in the lowering of incomes of some of the already lowest-paid NHS staff by cutting working hours with a knock-on effect on job security. Schofield (1996) illustrated this increase in insecurity suggesting that

*"directly employed staff halved over the decade, primarily due to the contracting-out process. Works staff reduced by 54%, ancillary by 52% and maintenance by 39%. In 1984 these staff groups accounted for 22% of the total workforce but this figure reduced to 11% in 1994"*  
(p. 54).

NHS staff who fall into this category of non-clinical support service ancillary staff include domestics, porters and catering staff. Some initiatives have been introduced to address the growing concern for these workers of the effects of cost-cutting with particular attention given to their morale, reflected in the abundance of programmes of this nature.

Since April 2000 it has become compulsory for all Trusts to conduct annual staff attitude surveys to monitor morale and motivation, including non-clinical staff (Department of Health, 2000i). Spurgeon and Barwell (2002) report an overall picture of staff morale in NHS acute and community Trusts in 2001 on 10 attitudinal scales included in their survey. For ancillary staff they found slightly negative attitudes relating to recognition and independence, participation in decision making and equitable reward structure; neutral attitudes with regard to empowerment and creativity, health and safety and open communication; and strong positive attitudes for their relationship with their manager, equality of opportunity, work objectives and role clarity (p. 22-23). These results suggest staff's esteem is low, and initiatives should focus upon improving their opportunities for recognition, independence and empowerment for example through suggestion schemes and team working.

A selection of initiatives introduced in the NHS to address the motivation of its staff with particular reference to ancillary staff will now be outlined. To adhere with the cost-cutting regime of the public sector, the majority of the initiatives introduced have been non-monetary. Consideration will be given to a number of

national policies advocated by the NHS as well as those adopted by individual Trusts, and will be examined for the environment they encourage to allow employees the scope to recognise and meet motivational needs.

## NHS-wide Policies

### Health At Work In The NHS

The Health Education Authority introduced a non-monetary initiative named 'Health at Work in the NHS' (HAWNHS) (1997) which was a long-term initiative to ensure the NHS as an employer promotes healthy workplaces and thereby contributes to the health and well-being of its employees. In this context, these terms refer to mental health and mental well-being, including stress levels and job satisfaction. The strategy states,

*"The NHS employs nearly one million people and is highly dependent on its employees, therefore their well-being should be a priority" (p. V).*

Several suggestions are identified in the initiative for bettering the health of workers, including more sensitive management styles for employees' concerns, communicating more openly with employees and providing higher quality information to employees about the running of the hospital and the NHS. In terms of the current investigation, keeping staff informed and encouraging their involvement should develop a sense of belonging to the organisation and so appeal to love and belongingness needs; and greater knowledge of the position of the organisation should address the level of esteem staff have in their work positions. HAWNHS illustrates the recognition that the NHS has for the well-being of its workers and the need to sustain and improve. The study, conducted as a catalyst for the initiative, surveyed the opinions of 8,500 NHS staff from 14 out of over 400 NHS Trusts in the UK. With a response rate of 56%, questionnaire based responses of randomly selected NHS employees were the foundation for the initiative. HAWNHS policy appears to reflect quite valuable issues for NHS staff in terms of their health in the workplace, however the survey data does not depict a statistically representative sample of NHS workers across Trusts and so provides a blinkered view. As a Government agent, the Health Education Authority should have targeted more Trusts and their employees to ensure a wide variety of staff groups were included. Unfortunately there is no evidence of the effect that the initiative has had.



## **Reducing Physical Threats**

Efforts have also been made by the NHS to improve the second of Maslow's human needs - safety. Increasingly healthcare workers, including ancillary staff, are exposed to physical harm, for example, on a regular basis portering staff deal with violent patients and suffer physical injuries from lifting and handling patients and furniture; and domestic staff are exposed to infectious diseases, biological agents and sharps or needlestick injuries. The HAWNHS (1997) research found that 29% of ancillary staff were particularly concerned about the physical strain in their job, 29% were concerned about the air quality and 25% were concerned about the temperature in which they had to work (p. 30). These anxieties of staff with working conditions can be addressed with the introduction of preparatory and annual training in health and safety, lifting and handling. Through these training programmes, the physical safety needs of staff will be addressed and consequently should reduce sickness absence levels and their accompanying costs. According to Maslow's theory, when this need is deprived it will dominate so staff will devote a significant proportion of their time avoiding these dangers at the expense of time spent on their work. In this sense therefore, the introduction of such initiatives can be regarded as motivating NHS employees by addressing their safety needs.

## **Management Styles**

Williams *et al* (1998) examined the management styles used in the NHS for their effect on the physical health and psychological well being of the workforce and their subsequent work motivation. Key work factors associated with ill health included work overload and pressures, lack of participation in decision-making and control over work, unclear management and roles, and poor social support in the work place (p. 21). In terms of Maslow's theory of human motivation, this would demonstrate a deficiency in esteem needs, in staff's relations with managers, as little regard has been received from significant others.

The same study considered the association between management style and sickness absence levels. Ill health causing absence has fundamental financial implications for any organisation, and for the NHS this means the recruitment of temporary replacement workers to maintain staffing levels, which is a costly solution. Williams *et al* (1998) illustrates:

*“extrapolating estimates from individual studies to the current pay scales and staffing in the NHS (England) suggests that the sickness absence rates of 5% or more are costing the NHS over £700 million a year” (p. 24).*

In comparing styles of management and sickness absence levels across different types of Trusts throughout the country, Williams *et al* found lower rates of psychological disturbance amongst the workforce in Trusts characterised by

*“smaller size, greater co-operation, better communication, more performance monitoring, a stronger emphasis on training and allowing staff more control and flexibility in their work” (p. 20).*

Smaller sized organisations with greater co-operation should appeal to workers' love and belongingness needs, according to Maslow's model, with their sense of feeling part of the culture of the organisation and a team member. More performance monitoring can sometimes be oppressive, but for those with a good level of performance their esteem will potentially improve, which will be assisted by better communication as this is the channel for contact with superiors. The emphasis on training can also go towards achieving esteem needs in the investment shown by the organisation in the worker, but could also appeal to self-actualisation with the opportunity training provides for growth and development.

Williams *et al* recommend improvements in two way communication to increase staff involvement (addressing esteem/ love and belongingness needs); enhancing teamworking and increasing control over work (addressing esteem/ love and belongingness needs); evaluating work demands; and improving employment security and working environments for NHS staff (addressing physiological and safety needs) (p.13). This research is practical and the recommendations are realistic. Responsibility for acting upon the recommendations falls upon Government Ministers, whereas implementation remains with the Trust, Health Authorities and General Practitioners. Advice borne out of the research for a successful style of management in the NHS to reduce sickness absence, can be characterised as a combination of both Theory Y and Z management that appeals to the deficiency needs of the worker - safety, love & belongingness and esteem.

Management relations for staff in the NHS, as in all industries, are crucial to worker motivation. Managers using the Theory Y and Theory Z styles of

management have an increasingly open relationship with their employees, fostered through having an 'open door' policy where employees are encouraged to make suggestions, complaints and training requests. Staff appraisals are also a more formal means by which this relationship is formalised. Usually, on an annual basis, employers evaluate work performance alongside a number of criteria with the employee regarding how satisfied they are in their job, where they feel development is necessary, targets they have to work towards, and assistance the employer can offer to achieve these needs. Appraisals also provide the opportunity for employers to provide employees with feedback on their work behaviour, where improvements can be made and good performance can be recognised. Through these meetings employees are made aware of their contribution to the organisation and where this contribution can be improved or made more efficient. In terms of Maslow's theory these processes should address the esteem needs of the worker in the regard they receive for their performance and the opportunity for suggestions, as well as their love and belongingness needs as the manager shows an interest in their development.

### **Teamwork**

The NHS Plan (2000) set out a clear line of objectives for the service over the next 10 years, with one prime aim being to shape the service around the needs of the patient (p. 4). The journey that patients undertake was plotted, identifying all the tasks encountered and diagnostic procedures and types of care delivered, and from this the necessary skills, knowledge and qualifications needed of staff have been considered. The aim is to reduce the 'procession of faces' that the patient comes into contact with and to do this there is a need to create much smaller integrated teams. Roles are determined by assessment of patient need (National Workforce Taskforce, 2002). Although this has major implications for clinical teams, non-clinical services should also meet this recommendation of teamworking as their services have been recognised in the NHS Plan to greatly influence the patient's experience (e.g. cleanliness, food).

Within teams, members have shared objectives in relation to their work; have to interact with each other to achieve shared objectives; have more or less well defined roles; have an organisational identity; and their performance affects others inside or outside the organisation (Borrill & West, 2002). In terms of Maslow's theory, it is predicted that working in teams should impact on members' love and belongingness, as they promote co-operation and socialisation of the workforce.

Some managers within individual NHS Trusts already use teamwork in non-clinical ancillary workers, by dividing workers into small groups of 6-12 that are managed by a team leader. The team leader, usually a hands-on ancillary worker, and often a former member of the group who has achieved promotion, is responsible for the training, shift planning and general effectiveness of the team. They become in essence self-managed work teams or autonomous work groups. The team members report to the team leader and approach them with requests, suggestions and for advice, and the team leaders report to the service managers on a weekly basis. Teams are not only used for everyday working practices in non-clinical services, but also to address particular issues. Working parties, quality circles and steering groups are used, where a selection of 'shop-floor' ancillary workers come together with Trust managers and senior managers to discuss relevant issues facing the Trust, such as new uniforms or new modes of working (Smith and Clark, 1999). The empowerment created for staff through team-based ways of working should primarily appeal to their esteem needs as it signals trust and regard from a workers' superiors, and more opportunity for recognition through direct contact.

Of course, as with all initiatives, success is based not only on the style of management, but also upon the individuals within the organisation. Elmuti (1997) points out that not all employees are motivated in their work through empowerment; not all workers make good team players; some employees may fear new management strategies, and some may simply be resistant to change (p. 236). However the recommendations of the NHS Plan and the promotion of teamworking in the *HR in the NHS Plan* consultation document, will undoubtedly increase the use of teamworking throughout the NHS as the focus shifts towards meeting the needs of the patients.

## **Local/ Trust Policies**

Other initiatives have been designed and introduced by individual NHS Trusts to address the motivation of the support service workforce that are not adopted by all Trusts. There now follows a selection of these local policies with consideration of the needs they are designed to address.

### **Management By Walking About**

Non-monetary initiatives have also been presented at Trust-level. A questionnaire survey administered by a Trust in 1995 of all staff, both clinical and non-clinical, uncovered a general feeling of a lack of direction by the management and ineffective methods for two-way communication (British Institute for Facilities Management, 1998). According to Maslow's model this should cause a deficiency in either esteem or love and belongingness needs where the individual lacks regard from others and does not feel part of or loved by the organisation due to communication failure. In response to the questionnaire findings, the Trust introduced Management by Walking About (MBWA). In this initiative Trust senior managers would make scheduled and unscheduled visits to wards and other areas of the Trust on a regular basis, in order to be seen as accessible and visible by the staff. Several whiteboards were also put up around the Trust to address the issue of two-way communication for both informal and formal communication. Through Focus Group interviews in 1997 with nursing auxiliaries, derogatory feelings were uncovered regarding the initiatives. Namely staff felt more controlled and spied on with the MBWA and humiliated by the whiteboards. This had been interpreted by workers as indicators of a low level of trust between themselves and their employers, which stifled higher levels of motivation. Not all initiatives are successful, but from the research the employers uncovered the problem and eliminated one way in which to address this. Further consideration was then needed in the Trust to address the love and belongingness and esteem needs of employees through improvements in communication (p. 34).

### **Training Opportunities**

Developments in working practices through the training of both clinical and non-clinical workers also address staff's motivation, and are predicted to address Maslow's love and belongingness, esteem and potentially the growth need - self-

actualisation. As part of the Modernising Agenda, the NHS Plan (2000) pledged to develop the wider health care team and for this staff without any formal, professional training now have access to an Individual Learning Account. This is an annual allowance of £150 for each individual that is available for work-related learning undertaken with local colleges, that could range from customer service courses to more formal qualifications such as National Vocational Qualifications (NVQs). Those that are appropriate for ancillary staff include the NVQ in Cleaning and Building Interiors and NVQ in Food Preparation. The main reason for the introduction of NVQs by the Government was to enhance the competence and the level of transferable skills to the workforce and through training this will improve staff's self-confidence from recognition (Schofield, 1996). Further training initiatives available to ancillary staff in the NHS include City and Guilds training where Trusts collaborate with local colleges and universities, and includes basic to advanced food hygiene certificates, customer care, IT systems and British Institute in Cleaning Science Proficiency Certificate (Smith *et al*, 1998). Although self-development may be motivating for some it may not be for all.

The value of NVQs has been questioned by Hurst (1997) who points out that it is unclear to what extent employers recognise NVQs, and the effect that such qualifications have on recruitment and retention in the NHS (p. 208) as an indicator of staff's motivation. According to Maslow's theory and previous operationalisations, recognition achieved via training should appeal to worker's love and belongingness needs in the sense that the organisation is seen to be investing in the employee or address esteem needs in the recognition staff receive. Training could potentially address employees' self-actualisation needs as this provides the opportunity for growth, but this is determined by the extent to which personal and organisational needs are aligned and the value that the employee places on these opportunities.

### **Functional flexibility and Multi-skilling**

Other work based practices that have been introduced into individual Trusts have arisen from the need for greater flexibility in the labour force. The roles that some staff perform, both clinical and non-clinical, have now been expanded, and to do this their skills have had to increase. Staff have now become *multiskilled* which can be defined as:

*“the training of people to perform two or more traditionally separate roles”* (Akhlaghi and Mahony, 1997, p. 66).

Functionally flexible workforces are argued to improve efficiency in the management of labour because of a reduction of ‘idle time’, the intensification of work and the ability to redeploy staff across areas of work to meet demand (Kelliher, Descombre & Macfarlane, 2002). This type of working also allows for the service to be more user-focussed rather than one based on specialism, and so should become increasingly widespread across all staff following the pledges of the NHS Plan (2000). In taking a more holistic approach to service delivery, patient needs can then be monitored and met and so providing a higher quality service.

Akhlaghi and Mahony (1997) are one of the few that have considered the impact of introducing multi-skilling into NHS ancillary staff to provide for greater functional flexibility. At this level multiskilled roles are a result of merging typically distinct domestic, catering and portering roles. Entitled ‘Ward Hostesses’, ‘Ward Housekeepers’ or ‘Support Team Workers’ multiskilled ancillary staff bring food and drink to the patient at the bedside, clean, change beds, provide linen top-up services and conduct low-level maintenance (p. 68). NVQs and in-house training are attached to the development of the multiskilled worker and so once again can be predicted as addressing the love and belongingness and esteem needs of the worker, and potentially their growth need.

They found ancillary staff welcomed multi-skilling and functional flexibility for several reasons. Firstly, it provided opportunities for learning different skills, with the prospect for career development and wage increases. Also with a greater variety of work skills, employees became more employable in the job market, making redeployment increasingly possible as opposed to redundancies (ibid. p. 69).

Suspicion was also a response that was evident however, particularly from many skilled and older workers who felt threatened with the prospect of learning new skills in a short time scale, after the years needed to develop their own. Some workers viewed the new ways of working as increasing job insecurity by devaluing their existing skills and the pride taken in the service provided diminished as the new role was considered unskilled (ibid.).

Kelliher, Descombre and Macfarlane (2002) have suggested that problems often arise with implementing functional flexibility when there is

*"a tradition of clearly demarcated occupational boundaries, often supported by strong professional associations and an increasing move towards specialisation" (p1).*

This could be true for the older ancillary workers mentioned by Akhlaghi and Mahony who have been in the occupation for a longer period, and have joined their own professional associations or are active members of trade unions (particularly for the male dominated role of porters). In their study however, Kelliher *et al* consider traditional professional boundaries to be less relevant to central services ancillary staff.

For functional flexibility to succeed Kelliher and Riley (2002) recommend that it needs to be complemented by other sympathetic HR policies (p. 237). For example, if functional flexibility increases staff's productivity then reward mechanisms should reflect this, and if further skills and competencies are expected of the employee then adequate training should be given. There also needs to be commitment from the top of the organisation and a clear framework of management for staff that are redeployed into this way of working (p. 241).

A new functionally flexible role that has been introduced NHS-wide following the NHS Plan is the 'Ward Housekeeper', and is similar to the multiskilled roles identified by Akhlaghi and Mahony in individual Trusts in 1997. This role aims to enhance patient care by providing a seamless non-clinical service on the ward that will help clinical staff to deliver basic aspects of care. The Ward Housekeeper is responsible for supervising the patient food delivery and ensuring that they enjoy a clean, well-maintained environment and as such is a merging of the traditional domestic, caterer, porter and low level maintenance roles, but is dedicated to wards and the patients on the ward. The NHS Plan states that half of all hospitals in the UK will have Ward Housekeepers in place by 2004

*"to ensure that the quality, presentation and quantity of meals meets patient needs; that patients, particularly elderly people, are able to eat the meals on offer; and that the service patients receive is genuinely available round-the-clock." (section 4.17)*



Implementation of the functionally flexible role should consequently be successful as:

- ❖ it has commitment from the top, in that it is advocated by the Government, so Directors of Facilities or those developing and introducing the role therefore have a duty to make it succeed;
- ❖ it is a new role with clear lines of responsibility, that rests with the ward manager, thus allowing for greater integration into the ward team;
- ❖ it has a higher pay scale than other specialist ancillary roles, as guidance recommends it be introduced at supervisory level;
- ❖ and training and development accompanies the role, with NVQs in Ward Housekeeping currently being developed (NHS Estates, 2002).

The level of multi-skilling that this new role offers is predicted to address the esteem needs of the worker in terms of Maslow's model, because of the increase in the range of skills, knowledge and competencies as well as closer contact with the patients. This could also develop love and belongingness needs from the close team relations with all staff on the ward, or perhaps esteem from recognition from superiors on the ward (e.g. nurses, dieticians, ward managers).

### **Promotional Prospects**

Promotional prospects are a distinctive form of work motivation that according to his descriptions, could be considered to appeal to Maslow's classifications of love and belongingness, esteem needs and ultimately self-actualisation in cases where the individual becomes all they can become. For the NHS, and specifically for lower level staff, promotional prospects have improved through the changing management structures within Trusts. Bach (1998) explains that the responsibility for employment practices has been delegated from central government to local level, which has released Trust managers from the bureaucratic structures and pre-reformed NHS (p. 566). With the introduction of new ways of working in the NHS, such as functional flexibility including ward housekeeping (which are more ward-based working practices) the promotional prospects open to ancillary staff in the NHS have improved. Ward based team working has provided ancillary staff with the opportunity for more senior positions, such as team leader, and having such suggestion opportunities as working parties and steering groups. The introduction of initiatives to address

promotional prospects is dependent upon an open and co-operative style of management, like that described in Theory Y or Z.

### **Suggestion Schemes**

Suggestion schemes are

*"a formalised mechanism which encourages employees to contribute constructive ideas for improving the organisation in which they work"*  
(Milner *et al*, 1995, p. 4)

and have also been introduced in NHS Trusts. In a document issued by the Cabinet Office in 1998 (*Service First*) public service managers were encouraged to gain feedback from their staff through suggestion schemes. Staff were recognised in this document as the most informed of customers needs, and this knowledge should be used to better the service. No schemes were suggested however, for gathering this feedback. Instead it was recommended that

*"for many services, a simple form, and discussions at regular meetings, will be enough. Or you could set up a group to collect and consider suggestions. Promote staff suggestion schemes actively rather than simply expecting passive feedback. Build in ways of passing on this feedback to decision-makers".*

Locally designed schemes were encouraged with their benefits outlined as allowing:

*"positive and negative feedback on services; shows you value front-line staff; shows how you are open to suggestions and comments; source of instant information about what happens when people use your service"*  
(*ibid.*, Chapter 6).

Such schemes range from suggestion boxes in the staff room and award schemes for suggestions, to the more Theory Z tools for management of quality circles, staff open forums and working parties. Depending on the style of management present in the individual Trust (typically a Theory Y is most appropriate) staff suggestion schemes can also include open door policies for staff to come to their managers, team briefs and staff appraisals (Smith *et al*, 1998i). Suggestions made that can be

implemented in the organisation are often rewarded which can be monetary or some other form of recognition. The results, as well as the simple availability for staff to make suggestions, would be expected to appeal to Maslow's love & belongingness and esteem need classifications. Through consulting staff on issues and seeking ideas from them, the NHS can be seen to value and respect their staff in what they can give to management. When a suggestion is recognised and implemented it would be expected to also appeal to an individual's esteem needs, both self-esteem and esteem from others, due to the regard that it generally accompanies. Milner *et al* (1995) cite Petri in supporting this claim, stating that

*"it is the recognition from their colleagues that employees value above any monetary or gift award. The benefits gained in terms of greater morale and increased employee involvement are likely to outweigh by far the financial investment"* (p. 4)

### **Investors In People**

Individual Trusts can also attain the Government's Investors in People (IiP) Award, which identifies employers as recognising the value of its workers and issues relating to their work motivation. IiP was introduced in 1990 as a national standard for improving an organisation's performance through its people. Available to both the public and private sectors, IiP encourages a working environment which recognises the skills and inventiveness of its people by creating a highly skilled and flexible workforce, to improve the competitiveness of the UK's industries (Investors in People UK, 1997, p. 2). Supporting the initiative, Appleby and Jackson (2000) advocate that:

*"successful organisations are those that have placed the involvement and development of people at the heart of their business strategies"*  
(p. 54)

For NHS Trusts to achieve the award they have to incorporate such initiatives as those mentioned above or similar, that motivate the workforce. Several NHS Trusts have gained IiP following the introduction of NVQs and other staff training, suggestion schemes, employee awards and improved communication between managers and workers. The initiative not only improves business performance, but can also be predicted as addressing several levels of motivation. Love and belongingness needs may be addressed through the investment the organisation

has shown towards the workers' development; and esteem needs may be stimulated through the introduction of training and development that encourages a positive evaluation of oneself and from others; self-actualisation is also a potential motivator depending on the growth that training allows and any resulting improvement in promotional prospects.

Although this initiative has been introduced into the NHS as a means of motivating workers to provide an efficient and proficient public service, often employees suffer from, as Gill (1996) puts it, "initiative overload". He has identified a change in the psychological contract (an unwritten set of expectations between employer and employee) in the NHS. Previously the NHS provided a 'job for life', and through continued loyalty and hard work, promotional prospects were parallel to employees' length of service. A new psychological contract has now developed that reflects the ever-changing workplace following from the development of technology, delayering and workforce downsizing. Now the contract mirrors the need for workers to gain new skills and for the NHS to support them in this quest to improve their employability. Gill found NHS employees often perceived this new psychological contract as one-way. Workers are now meant to be flexible, develop new skills and be rewarded differently, and yet get little in return, apart from their job, as far as cost improvement allows (p. 35–36). The NHS as a publicly funded and subsequently cash limited service, is unable to meet the career aspirations and motivations of all its employees at all times. However through the introduction of LiP it is seen to be attempting to fulfil this responsibility as a large employer.

### **NHS Mindset**

A final non-monetary form of motivation, pointed out by Keys (1998), presides in and is unique to the NHS. He explains

*"in the NHS, we are immensely lucky in that another very powerful motivator operates – the desire to help patients get well. In few other organisations is the altruistic motive so strong" (p. 27).*

It is unclear whether he only includes clinical staff in this statement, but non-clinical staff have also been found to value the contact they have with hospital patients, and is a major motivating force for them in their work (Smith and Clark, 1998). The direct contact that employees have with patients in their recovery and the feedback received first hand from patients, is a great motivator. With the

introduction of the patient focussed ward housekeeper role for non-clinical staff, the mindset will again be facilitated. This source of motivation would most appropriately be explained by Maslow's esteem need (both ego and self-esteem) and to some extent the growth need for self-actualisation. Through dealing with patients, NHS employees experience attention, appreciation and respect, which drives the way forward for the realisation of one's self-actualisation, by becoming all one can become and fulfilling one's public duty. Stretton (1994) suggests

*"self-actualisation in the sense of a coincidence of personal and public duty in the consciousness and motivations of its public servants, is the best the public sector can hope for" (p. 148).*

In this sense employees have to align their personal motivations with their work motivations in order for self-actualisation to be achieved, which Maslow in fact recommended for successful work motivation.

## **Conclusion**

This chapter has reviewed a selection of initiatives designed to address the work motivation of NHS staff and particularly non-clinical ancillary staff. As a public service the NHS is limited by the availability of funds, and subsequent attempts at motivation have been essentially non-monetary in nature.

The initiatives tend to develop the individual and facilitate their growth and so can be predicted to appeal to the higher-order human needs described by Maslow rather than physiological and safety needs which have previously been operationalised with financial means. Love and belongingness needs are predicted to be nurtured by the introduction of team-based working, in the closeness, respect and reliance created with co-workers; and the awareness of such initiatives may create a sense of belonging to an organisation and feeling valued by the organisation or the manager.

Esteem needs should be addressed as well through management driven programmes, such as suggestion schemes, appraisals and meetings. These allow access to managers to report views and opinions on the service and work, which to some extent demonstrates respect between the employees and the employer.

Respect often appeals to the esteem gained from others as well as that gained from oneself.

Training opportunities, the development and acquisition of new skills and possible promotional prospects following the achievement of qualifications, could also be interpreted as addressing esteem needs and potentially the growth need - self-actualisation. These programmes provide the chance for individuals to become all they can become and better themselves, satisfying the ego and self-actualisation. This would only be assumed however if the worker successfully aligned their own personal needs with those of the organisation and so hold such training with high regard. Although greater scope for promotion has been created with the adoption of team-based methods of working in NHS non-clinical services, not all training can guarantee promotion. Training in itself, however has been accepted, in previous examinations of Maslow's theory, as an indication of the organisation and managers investment in staff, and so should appeal not only to the esteem needs of the worker through enhancement, but also the need for love and belongingness to the team, organisation and service.

Now that the potentialities for motivation have been considered for the designated sample in the opportunities available to them, and Maslow's theory has been fully considered with previous applications contemplated in Chapter 2, the research questions for the current investigation can now be formalised.

## Chapter four

### Research Methodology

#### Research Questions

This is a focussed piece of research to investigate the applicability of Maslow's model of motivation in a very different group of workers who have previously been ignored in motivational research. The research responds to the need of a group of NHS facilities managers to assess the motivation of the ancillary staff under their responsibility. Because the managers have commissioned the research, it can be considered a necessary and worthy contribution to the practical field. As one of the largest employers in Europe, the healthcare arm of the public sector is also considered a worthwhile setting for evaluating the motivation of its workers, since the organisation and its workforce is so vast and fragmented. Research into the motivation of NHS workers however is traditionally focussed on clinical staff such as nurses and doctors, with non-clinical employees often disregarded. This research into the motivation of non-clinical ancillary staff in the NHS will fill this gap.

Maslow's theory of motivation was selected for this investigation as it is considered to offer a comprehensive explanation of the complexities of human motivation that others have over-simplified, and which can be operationalised. As shown in Chapter 2, Maslow's theory provides a positive view to being human in the drive for personal growth and development (humanism) compared to others that suggest that motivation is purely determined by conditioning (behaviourist), the social environment (social constructivist), genetic programming (evolutionary psychologist) or sexual frustration! (psychoanalyst). Other explanations of motivation that were identified in the organisational behaviour literature either focussed upon simplifying Maslow's theory or considering the process of motivation rather than what workers are motivated by. Since Maslow's theory provides a comprehensive explanation of both the composition and process of motivation – one still much used in HR texts - and because those sponsoring the research were primarily interested in understanding the content of their staff's motivation, this model was selected to structure the investigation.

Previous studies have considered work motivation using Maslow's model in managers (Porter, 1961; Friedlander, 1963; Roberts *et al*, 1971); factory workers (Alderfer, 1966; Payne, 1970); engineers (Mitchell and Moudgill, 1976; Shoura and Singh, 1999); and salespersons (Berl *et al*, 1984) but none have focussed upon lower level workers or those in the UK public sector. Consequently this research also makes a valuable contribution to knowledge in the fields of motivational research and organisational behaviour.

The prime aims of the PhD therefore were to test the fit of this model to a new group of workers and from this to identify practical sources of motivation in their work role, that have since been fed back to those commissioning the investigation for application in the field.

To examine the fit of Maslow's model to the work motivation of ancillary staff two major propositions of the theory will form the Research Questions<sup>15</sup>.

- I. Does human motivation consist of five needs namely physiological, safety, love & belongingness, esteem and self-actualisation?
- II. Is the dynamic nature of motivation described by Maslow through the deprivation-domination and gratification-activation cycle supportable in the research population?

The applicability of these two propositions will be considered in the research and will determine the fit or appropriateness of Maslow's model for human motivation. Within this chapter there now follows an explanation of the approach selected for this investigation.

## **Methodological Approach**

This section of the thesis (Chapters 4 – 11) considers the research methodology and results for testing the two research questions stated above. The first section considers the applicability of his classification of human motivation into five needs (Chapters 5 – 10), and the second section tests the deprivation-domination-

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<sup>15</sup> The term 'hypothesis' has not been used as this is primarily employed in psychology literature and this research is related more to organisational behaviour.



gratification-activation cycle that the motivational needs are claimed to take (Chapter 11).

The research methodology had to be sufficiently flexible to accommodate the needs of the key stakeholders as well as those of testing a theoretical model. Since the research was being funded, the time scales and practical focus of the sponsoring clients had to be incorporated into the approach. Constraints included:

- ❖ avoiding gathering data at their busy time of year (December-January);
- ❖ incorporating the clients need for a set of data on their staff's motivation compared to the others in the Forum at an early stage of the research in order for them to justify further funding in this area;
- ❖ catering to an inherent bias in the sponsor population for quantifiable data<sup>16</sup> rather than an approach which might appear over theoretical;
- ❖ the time limitation of having to gather, analyse and report research results within 9 month periods (Forum years)<sup>17</sup>;
- ❖ adhering to financial restrictions, ensuring the time allocated and chosen approach fell within budget.

The constraints did not stop the research making a valid and necessary contribution to a practical field. The methodological approach did however have to be seen to yield results for all sponsors rather than an extensive theoretical prelude. Early use of phenomenological data was therefore ruled out. The author's judgement in designing questions<sup>18</sup>, in consultation with a steering group from the Forum was accepted by the remaining sponsors

Managers within Western organisations in both the public and private sectors tend to be practical and rational rather than theoretical and idealistic, so the development and nature of knowledge that is most appealing to them will reflect their nature. As Hannabuss (2001) points out

*"Management prides itself on its pragmatism: we know what we know what's what. It is often the basis of experiential knowledge, the kind we live through, often find hitting us unexpectedly, leading to slightly*

<sup>16</sup> an epistemological leaning which the researcher confesses to sharing.

<sup>17</sup> During this 9 month period, 2 other research projects are being undertaken for the Forum, workshops organised, as well as ad hoc research consultancy work that FMGC wins. In real time 3 months or 60 working days are dedicated to the research over a 9 month period.

<sup>18</sup> theoretically based on Maslow's descriptions and previous operationalisations.

| *more confidence and knowledge the next time.” (p. 359).*

Managers therefore have to understand information in their experiences and see its practical worth for it to become knowledge. Many facilities managers have professional backgrounds that relate to engineering, property or surveying (BIFM, 1999, p. 9) so their professional norms tend to bias them towards knowledge expressed as objective statistics, focussed on understanding the causes and solutions to events and being, or appearing able, to logically predict future events, which inevitably influences their ontological assumptions. It was essential therefore for the research to produce information on organisational behaviour in a form that the sponsoring managers valued for it to make a contribution to their knowledge and to increase the chance of the research being received as a worthy, practical contribution. In essence an epistemological stance which some might label positivist was essential.

Over the years, my experience of working with the managers in the Forum has swayed my preference for statistically robust findings that can be confidently generalised to wider populations. With this, I tend to favour also a positivistic approach that can reach a large number of people and quantify their subjective opinions/ attitudes. However I also take the stance that it is important to understand *how* interpretations and subjective knowledge have developed to give further meaning to the objective statistics, so would also advocate the use of a phenomenological approach as this will complement the investigation and enrich the area of study. With my greater sympathy for a humanistic explanation for motivation, I do take as given that humans are individuals with thoughts, feelings and ambitions and that they deserve first hand attention in the research process. Whether this is at the beginning of the research to help design the positivistic method or afterwards to enrich the objective statistics, it is a valuable stage to include. This approach will of course not be appropriate for all areas of study due to both cost and time limitations, as well as the nature of the area being studied and, if commissioned, the captive audience.

With this support for eclectic research, the author encouraged the key stakeholders to also consider sponsoring further more phenomenological approaches to understand the meaning, views and opinions behind the quantitative results. This approach was supported by the clients but they only agreed to the combined methodology after they had objective data with which to compare their staff's motivation with others in the Forum.

Further details are provided about the methodological approach below, but briefly the first stage was designed to meet the needs of the clients to gather a comparable set of data on staff motivation. This was undertaken using the traditionally positivistic tool of a questionnaire in which the concepts Maslow used in his model were operationalised and participant's subjective views on these concepts were gathered in an objective way to test the Research Questions. The motivational reality that the ancillary staff develop from their past experiences and the environment that surrounds them in the workplace had to be gathered in a way that could be objectified to allow wide comparisons, and the questionnaire was the most appropriate tool. In selecting this method the researcher was independent from that which was being researched, and so brought no bias to the participants' responses. The design was static and the categories were isolated before the study, so the participants had no determination over design, which again allowed it to be objective of their beliefs, although it did incorporate those of the author, managers and others who had tested Maslow's theory. This method can also reach a large group of staff across a wide area, and so was conducive with the needs of the sponsoring organisations. Importantly, the data that was produced had high reliability and so generalisations could be made about the applicability of Maslow's model.

As a humanistic theory however, Maslow's model could be interpreted as supporting the adoption of the phenomenological paradigm with an emphasis on more person-centred and subjective methodologies to capture the experiences and interpretations of the individual. The managers' later support of a phenomenological methodology enabled this, understanding the subjective views of the ancillary staff in a subjective way. A series of focus groups were included in the research design to check the validity of the objective questionnaire data. In this procedure the participants inevitably influenced the format and structure, since first hand data was gathered through a process of interaction with the researcher and other staff in the group. This research process therefore emerged compared to the static approach of the questionnaire. The text of the 5 focus groups was used to identify the personal knowledge and understanding of the ancillary staff that had developed through their experiences. Patterns of motivation were identified that allowed a greater understanding of their motivation and its validation. For the purposes of the research in testing Research Question I, the staff's subjective views can then be objectified through coding to allow

comparison with the objective findings of the questionnaire and to once again be meaningful to the FM managers.

Figures 4.1 and 4.2 across illustrate the overall methodological structure that has been adopted for testing each research question and provides a guide for this section of the thesis.

To test Research Question I, the investigation was structured into two main stages as shown in the flow charts (Figures 4.1a & 4.1b). The first stage gives full consideration of the applicability of Maslow's needs to the motivation of the NHS ancillary workers, using both positivist and phenomenological methodologies. The second stage looks at the motivational composition of the HE ancillary staff and is compared with that found for the NHS staff. All the results are considered according to work group and gender to check the reliability of the findings. This approach then allows a thorough investigation of the motivation of the NHS workers as well as Maslow's model of motivation using the HE, work group and gender examinations.

The research begins with an exploratory questionnaire measuring the motivation of one group of ancillary staff – porters. In 1997 managers in the NHS FM Research Forum sponsored an investigation into the motivation of their portering staff in the context of a more general benchmarking exercise across the 25 NHS Trusts concerned<sup>19</sup>, so the data had to be gathered in a uniform way. The positivistic methodology of a questionnaire was selected as explained above. The questionnaire methodology and the lessons learnt from this exploratory and conceptualising first stage of the research are discussed later in the chapter.

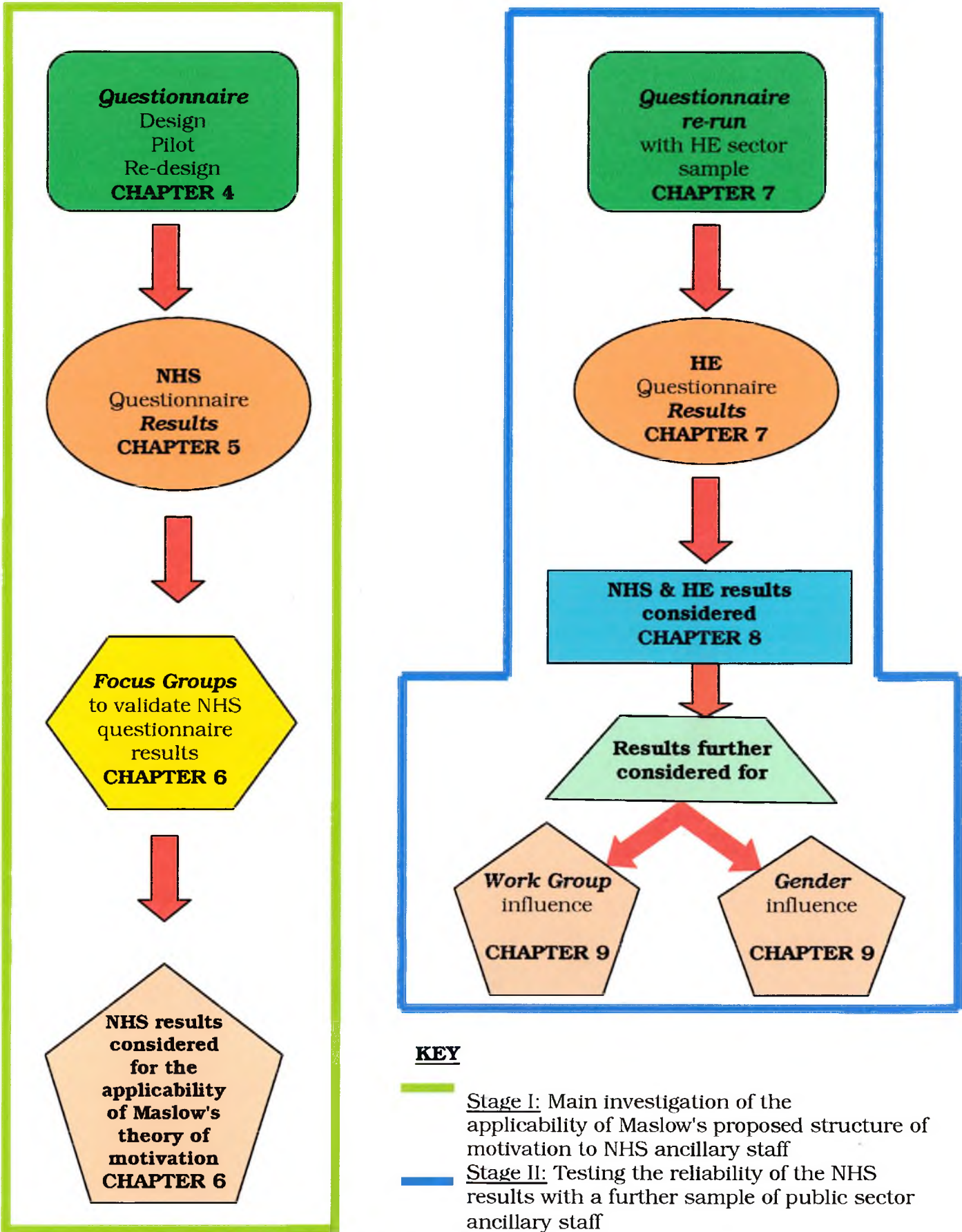
In the following year (1998) the NHS FM Research Forum sponsored research into understanding the motivation of a wider range of ancillary staff, looking again at porters, but also at catering and domestic staff. It continued to be important for the clients that this was a focussed and explicit piece of research that they could use to compare levels of motivation in their staff against those in other Trusts, so the questionnaire methodology was once again chosen. The design of this tool was able to build upon amendments made to the initial porter questionnaire, but most importantly there was sufficient scope and freedom to measure the staff's motivation against a theoretical model but still maintain practical application for

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<sup>19</sup> Issues of cost, processes and job satisfaction were also compared.

**Research Question I**  
**Research Methodology and Results Structure**

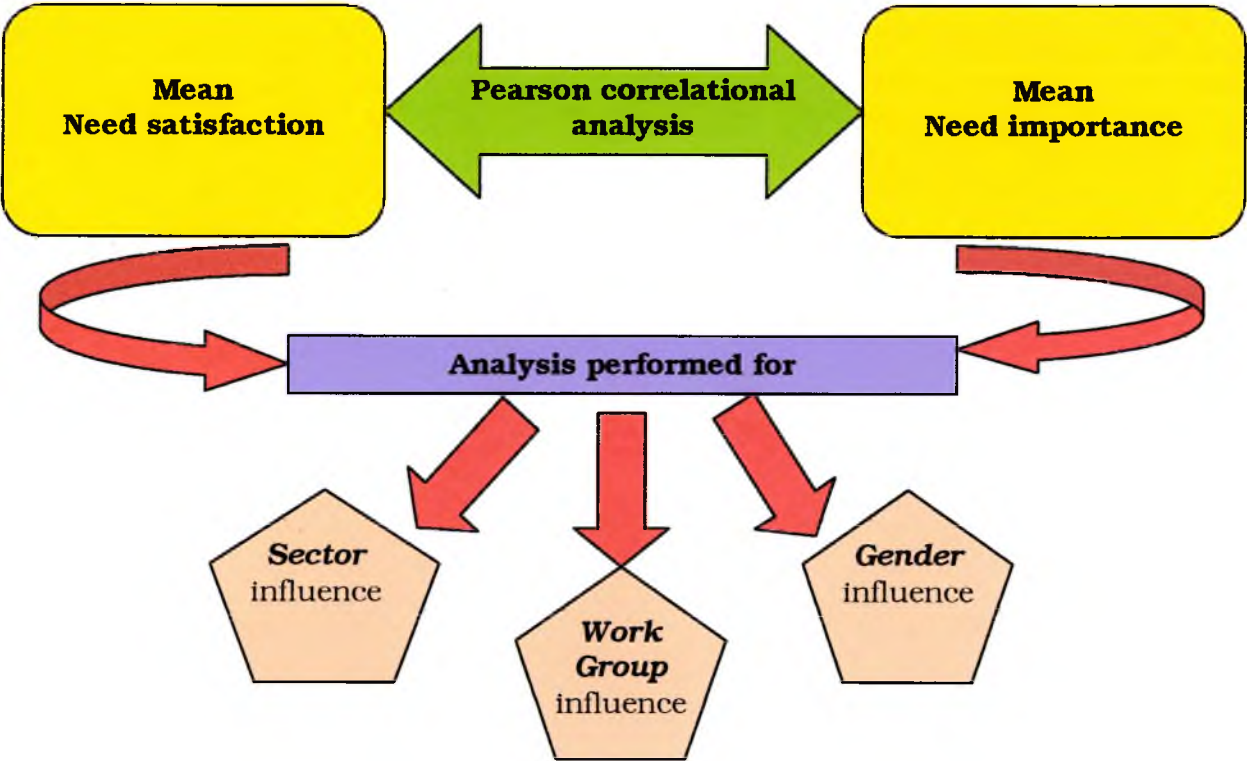
*Testing that human motivation consists of five needs, namely physiological, safety, love and belongingness, esteem and self-actualisation*



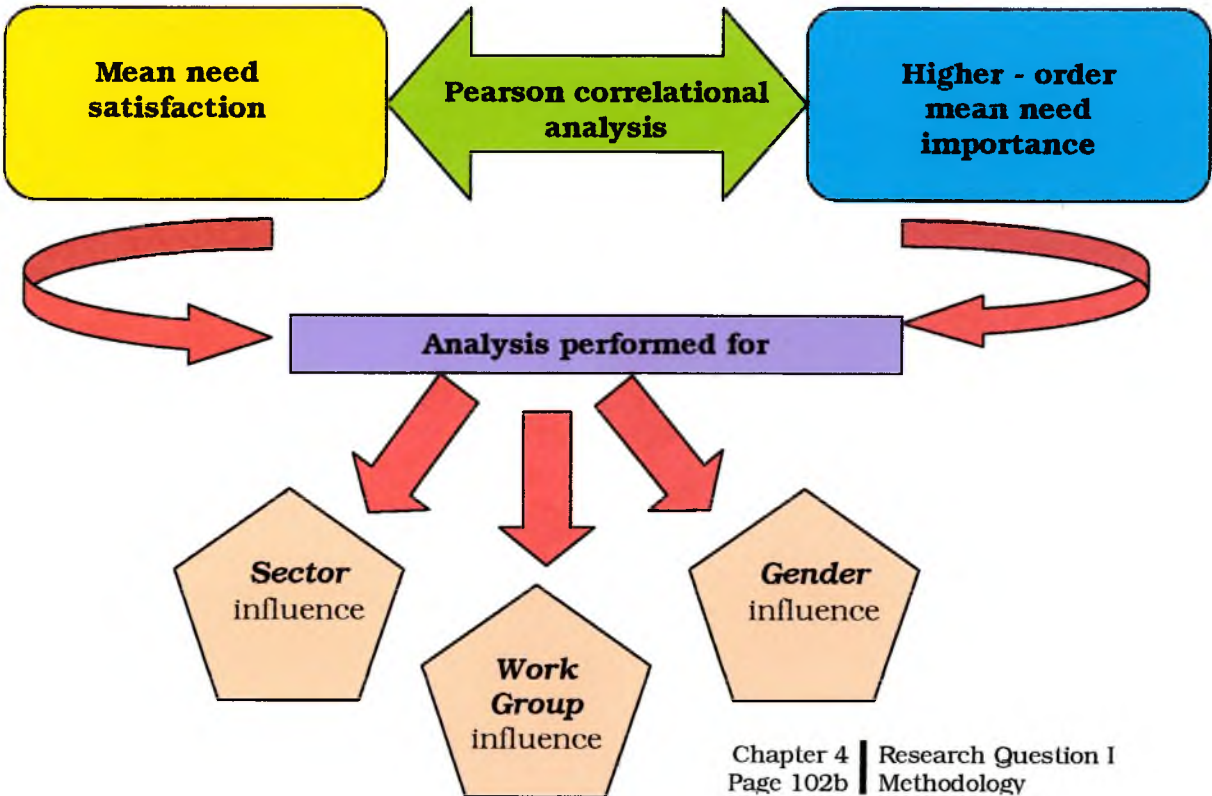
**Research Question II CHAPTER 11**  
**Research Methodology and Results Structure**

*Testing the dynamic nature of motivation described by Maslow through the deprivation-domination-gratification-activation cycle.*

**Need Deprivation-Domination proposition**



**Need Gratification - Activation Proposition**





the clients. Justification for the design of this questionnaire can be found later in this chapter, with consideration of previous applications of Maslow's theory in the workplace. Results from this questionnaire are reported in Chapter 5, as are the findings of the factor analytic investigation chosen to check the fit of Maslow's need classifications (Research Question I).

Following the questionnaire results for staff's motivation, the author recommended further research to understand why some staff were more satisfied in their job than others. A phenomenological approach was suggested to the clients that would allow first hand data to be gathered, where potential valuable and interesting areas could be probed in staff with varying levels of motivation. In 1999, members of the NHS FM Research Forum sponsored a series of focus groups with their ancillary staff that would allow a greater understanding of sources of motivation identified in the questionnaire, and their validity to the staff. The FM managers guaranteed access to groups of their staff and released them from their duties to participate in the focus group, which was an important element to maintain. In order to make the research useful to the clients, they again wanted an applied understanding of their staff's motivation to the workplace setting, however there was sufficient scope in the focus groups to validate the questionnaire results and consider theoretical implications. Details of this approach, analysis and findings are provided in Chapter 6.

Overall, the first stage of the research ties together using both quantitative and qualitative methodologies. The approaches used were primarily led by the nature of the research questions and to meet the needs of those sponsoring the investigation. By applying methods that meet the assumptions of both the positivistic and phenomenological paradigm, the research question is considered in a comprehensive and complementary way.

The second stage of the test of Research Question I was primarily designed to test the reliability of the NHS results to public sector ancillary workers. In 2000, University FM managers who are involved in the Higher Education (HE) FM Research Forum sponsored an investigation of the motivation of their ancillary staff, following a suggestion made by the author. Like the NHS managers, they also wanted to be able to compare the motivation experienced by their staff with those in other Universities to identify where improvements were necessary and from whom they could learn. This presented the opportunity for the reliability of the NHS staff's motivational composition to be tested with a further group of

public sector ancillary staff that could help to establish the true applicability of Maslow's model of motivation. The questionnaire used for the NHS staff was altered for application in the HE arm of the public sector and run with a comparable sample of ancillary workers. The results of this stage of the research are shown in Chapter 7, with factor analysis again being applied to allow a true comparison between the 2 sections of the public sector. The extent to which five distinct needs could be confirmed in the motivation of the HE staff is reported in this chapter. Following this, a full comparison is made between the composition of the NHS and HE ancillary staff's motivation in Chapter 8 to establish the true reliability and validity of Research Question I.

To explore the structure of motivation further, the data gathered from the NHS and HE staff is then combined and considered according to work group and gender. Factor analysis is again employed to allow consistent comparisons to be made and the results of these investigations are shown in Chapter 9. By considering the large amount of data that has been gathered according to sector, work group and gender a thorough examination of the reliability of Maslow's need classifications is assured. The conclusions that follow from these examinations of Research Question I are reported in Chapter 10.

The questionnaire data gathered in the first and second stages of the research from both NHS and HE ancillary staff is used in Chapter 11 to examine Research Question II concerning the dynamic nature of motivation. Figure 4.2 illustrates how the investigation is structured for testing Maslow's deprivation-domination and gratification-activation propositions. Firstly to test the deprivation-domination proposition, a correlational analysis is undertaken between the satisfaction and importance found in the needs of the NHS and HE staff. According to the deprivation-domination proposition, needs that have low satisfaction will have high importance since people will be motivated to achieve them. To establish reliability once again, the correlational analysis is then performed on the combined data set in terms of work group and gender.

The gratification-activation proposition is then considered also using correlational analysis. According to Maslow's theory the gratification of a deficiency need will activate the next deficiency need, but the process does not apply to the growth need of self-actualisation. For the ultimate need gratification motivates further gratification. Consequently correlational analysis can only be used to measure the gratification-activation relationship in the first four needs. To do this the



relationship is measured between a need's satisfaction and the importance of the next higher-order deficiency need in Maslow's hierarchy. This was again undertaken for the NHS, HE, work group and gender data sets to establish reliability. The procedure and findings of these investigations of Research II are considered in Chapter 11.

Overall the methodology ties together using the positivistic approach of a comprehensive structured questionnaire that produces objective knowledge that is valued by the sponsoring managers for practical application. The tool was initially developed in a scoping and procedural exercise undertaken to understand the motivation of a group of porters. That study led to the tool's expansion into a coherent motivational measure for a wider range of ancillary staff that incorporated a test of Maslow's theoretical model. The validity of this tool in measuring all aspects of the NHS ancillary staff's motivation was then checked using the phenomenological mechanism of focus groups with any missing prominent psychological areas of their motivation added to the questionnaire. The revisited questionnaire was then administered to a further group of ancillary staff in the public sector in order to establish the reliability of the findings in testing Maslow's model to staff outside of the NHS and to guard against NHS specific constructs. All of the data gathered using this questionnaire is then considered according to a number of independent variables (sector, work group and gender) to verify the robustness of the results in objectively checking the composition and process of motivation developed by Maslow.

## Research Question I

### Stage I

The first stage of the research was designed to conceptualise the research area and was predominantly an exploratory and descriptive exercise into ancillary staff's work motivation. A further objective of this stage was to secure a sample population for the following stages, in that by considering one staff group for work motivation, those commissioning the research would see the benefit of extending this to further groups under their responsibility. The subsequent interest shown by the FM managers sponsoring the work then ensured a sufficiently large sample for the second, main data gathering procedure with several groups of ancillary staff in the NHS. This stage was the pilot work for the larger study in testing Research Question I.

This first level of the research looked at the work motivation of one group of non-clinical NHS ancillary staff that were porters. Oppenheim (1992) has argued that

*"In principle, respondents in pilot studies should be as similar as possible to those in the main enquiry" (p 62).*

In selecting this sample, Oppenheim's advice was heeded.

An approach was needed that could gather the views of a large set of people along parameters that could be usefully compared for those funding the research. This had to reach the portering staff of the 25 NHS Trusts who make up the NHS Forum ranging in the healthcare they provide from Acute, Mental Health, Geriatric, Long Stay and Community and located across the Northern & Yorkshire and Trent health regions. The size of the Trusts also varied from over 1000 available bed Acute Trusts to 150 available bed Mainly Long Stay Trusts.

After evaluating the methodology (Appendix 3) questionnaires were selected as the most appropriate means by which data could be collected from such a wide-ranging sample in terms of geography and type of respondent and produce quantifiable data on which comparisons could be made. The questionnaire (see Appendix 4) was designed to measure work motivation in porters exploring their current satisfaction with various aspects of their job such as management and co-

worker relations, job variety, work load, training opportunities and overall job satisfaction. Detailed results were presented to the FM managers in the form of a report (Smith, Rees and Akhlaghi, 1997) and presentations, and exchange visits were set up between the Trusts to learn from one another's best practice. In the context of the thesis however only the procedure and design of the porters questionnaire will be considered here as the pilot stage of the research and not the results found.

A small number of questionnaires were distributed to the contact point at each participating NHS Trust and they then copied the questionnaire and distributed this to 50% of the porters employed in the Trust. This procedure has proved successful in the 8 years that the Forum has been active, primarily because the Trust managers who distribute the questionnaires have commissioned the work and so see its value.

Completed questionnaires were received from 20 of the 25 Trusts (80%) with a sample of 176 porters across the 20 Trusts (mean=8.8). As a pilot stage, this sample was sufficient.

Several lessons were learnt from this pilot questionnaire and improved upon in the main data gathering procedure to test Research Question I.

Firstly, the response categories provided for the closed questions in the pilot questionnaire varied considerably. The definition of a closed question to be used throughout the research is that presented by Oppenheim (1992) who maintained

*"a closed question is one in which the respondents are offered a choice of alternative replies" (p. 112).*

Closed questions are advantageous in the short amount of respondent time needed to complete; they do not require extensive writing so rates of response are improved; they are low in time and cost in data input and analysis; easy to process; group comparisons can be made; and they are useful for testing specific hypotheses to which the questions are directly worded. They do have weaknesses however which include the loss of spontaneous responses; the answer categories are often biased by the views of the researcher; sometimes closed questions can be too crude in the answer categories they provide; and they may irritate respondents

because of the aforementioned weaknesses (Oppenheim, 1992, p. 115). Due to the time and financial constraints of this research, any saving in data processing and analysis time was a major strength, as was any time saving measures for the participants in order to improve the response rate. The use of this type of question therefore continued in the main questionnaire.

The response categories for the closed questions used in the pilot questionnaire ranged from 3, 4 to 5 answering options. This posed several problems. It proved difficult for a comparison to be made of the responses across the different questions, since the strength of the attitude towards the issue under question was too complex to ascertain. Did those who responded in the fifth answer category on one question feel stronger about the issue than those who responded in the third answer category on another issue? Because of this problem a consistent scoring system was considered essential for the main data gathering procedure. The pilot questionnaire also uncovered a further difficulty with the nature of the response categories. For some questions, response categories were not evenly distributed and so did not provide a true reflection of the respondent's opinion. For example for one question the response categories were Always, Usually, Sometimes and Never, which does not provide the respondent with a neutral category and extensively reflects the subjective opinion of the researcher. The most appropriate consistent response scale was that with five options (the traditional Likert, scale, 1932) which allowed the intensity of attitude to be measured including a neutral response as the researcher did not want to force the respondents to have an opinion. The weighting assigned to the varying answer scales also reflected the scale's inconsistency. By making all the response categories equal in the finalised questionnaire the answers could merely be numbered and their frequencies considered. This would subsequently allow for a more objective and impartial approach to measuring respondents' opinions.

The second lesson learnt from the pilot questionnaire was the distribution of open and closed questions. Too many open questions were utilised which consequently proved cumbersome in terms of analysis. Babbie (1990) defines open questions as being

*"questionnaire items that ask respondents to supply their own answers in their own words" (p. 375).*

As with closed questions, open questions have their advantages. They allow for spontaneous answers, the opportunity for probing and hypothesis testing about ideas or awareness. On the other hand, open questions can be time-consuming and require more effort from the respondent, and similarly so for the researcher in data entry and analysis, which was experienced. This then increases financial and time costs and may still be unreliable (Oppenheim, 1992, p. 115). An example of an open question used in the pilot questionnaire asked respondents *"Who is your supervisor (e.g. Head Porter, Ward Sister)?"*. The question was misinterpreted by some in their provision of a name, but the remaining responses did fall into four separate categories that were Head Porter, Ward Sister, Dispatcher or Support Service/ Portering Manager. With this pattern it would have been more appropriate for the question to have been closed and would have reduced valuable analysis time and minimised question misinterpretation. This experience was heeded in the finalised questionnaire.

A further open-ended question that was included in the pilot questionnaire and had sufficient success to be retained in the finalised questionnaire was an open-ended question inviting 'Any other comments'. The main advantage of open-ended questions is

*"the freedom it gives to the respondents. Once they have understood the intent of the question, they can let their thoughts roam freely, unencumbered by a prepared set of replies"*  
(Oppenheim, 1992, p. 112).

This question allowed the respondent to point to any issues that were not included in the questionnaire, or they were able to place emphasis on any issues included. Such an open-ended question was best placed towards the end of the questionnaire to allow, as Oppenheim suggests, the respondent to fully understand its intent and provide considered comments.

A third lesson was learnt from the pilot research with regard to the introduction and appearance of the questionnaire. Hague (1992) advocated the importance of the questionnaire introduction, as much so as the questionnaire itself. Several aspects should be covered including the purpose of the survey; why the respondent has been selected; provide respondents with a reason for completion; clear instructions for completion; and if possible assure confidentiality (p. 108). The introduction to the pilot questionnaire read:

*"This questionnaire asks for your views about your job in the portering service at your hospital.*

*This information is being gathered as part of a portering service research project being conducted by Sheffield Hallam University and the information gathered will help managers improve the quality of the service.*

*Please answer the questions by putting a tick in the most appropriate box (4).*

*All the information you provide will be treated confidentially."*

Although the introduction to the pilot questionnaire covered all the areas proposed by Hague, further detail could be provided about the content and emphasis placed on the issue of confidentiality. This was subsequently encompassed in the finalised questionnaire, where the introduction read:

*"This questionnaire asks for your views on the level of job satisfaction you experience at your Trust. The questions ask for your views on the management, supervision and communication techniques of your Trust and your satisfaction with pay, job security and variety.*

*This information is being gathered as part of a job satisfaction research project being undertaken by Sheffield Hallam University and the information gathered will help managers improve the quality of their service.*

*Please answer the questions by putting a cross in the most appropriate box.*

***Please note that there is no need to put your name on the questionnaire, so all the information you provide will be treated confidentially. "***

By expanding the introduction with the questionnaire content, it was hoped that respondents would be more motivated to complete it than previously would have been with a generalised introduction. For example, asking low waged workers about their satisfaction with pay may be a motivating source for completion,

especially when the introduction explains that the data is being gathered to help service managers improve service quality. It was felt that the response rate could be improved if the respondents were informed more about the aims and objectives of the research and the value that their response would have in achieving these aims and objectives. Further emphasis was also placed on the confidentiality of the questionnaire, which hopefully instilled some confidence in the respondent that although the results of the research were to be communicated to service managers, their views would be unidentifiable. Oppenheim (1992) suggested that

*“an explicit statement or promise made to potential respondents in order to overcome possible apprehensions” would assist in increasing response rates (p. 104).*

By highlighting the statement in bold italics it was hoped that the benefits of including such a statement would be maximised.

The appearance of the pilot questionnaire was also found to require improvement. Sudman and Bradburn (1989) proposed that:

*“the appearance of a mail or self-administered questionnaire has an important impact on response. The questionnaire should look easy to answer and professionally designed and printed” (p. 230).*

The appearance of the pilot questionnaire looked very simplistic produced on a simple word processing package. Easily identifiable fonts and symbols characterised the questionnaire as somewhat amateur. This was a feature to be given further consideration in the main questionnaire.

The pilot questionnaire also failed to take full advantage of the official academic institution leading the research. Oppenheim (1992) posed the question

*“How effective will endorsement by a prestigious source be in securing widespread co-operation by respondents? How ‘official’ should it be?” (p. 60).*

Although the name of the institution was mentioned in the introductory statement of the pilot questionnaire, the Sheffield Hallam University logo was not used. In the finalised questionnaire however this was selected. The nature of the sample population for the main research was considered in response to Oppenheim's advice, and it was felt that they would be impressed by the endorsement of such a prestigious source as an academic institution. By using the logo and improving the general appearance, the final questionnaire looked more official, which hopefully communicated respect to the respondents that such an institution were interested in their views and opinions, as were their managers.

Although pilot work can be costly and time consuming, the lessons learnt from the investigations were invaluable. The problems uncovered through this, the first stage of the research for testing Research Question I saved a considerable amount of time and money in the main data gathering process. Not only did the pilot work involve the clarification of questions, scoring systems and the appearance of the questionnaire, but it also most importantly secured a sample for the main data gathering procedure. The finalised questionnaire used for gathering the views from a wider range of NHS ancillary staff will now be considered, encompassing all the lessons learnt from the design of the pilot stage.



## **Research Question I**

### **Sample & Procedure**

The population for the main stage of the research for testing Research Question I was extended from that investigated in the pilot stage. The NHS FM managers that sponsored the first investigation into the motivation of their porters recognised the value of extending this to further ancillary staff namely domestics and catering staff, in funding a second project in 1998. The sampling frame selected for this part of the research was again similar to that used in the pilot stage. It was drawn from 30 NHS Trusts, who then embodied the NHS Forum. All Trusts around the country are invited to join the Forum and subsequently participate in the research, so the equality in opportunity to join the research and consequent selection contributes towards the representativeness of the sample included. The Forum then represented 6% of the total number of NHS Trusts in England and Wales (475).

The types of participating NHS Trusts once again ranged from Acute, Community, Long Stay, Mental Health and Geriatric and were geographically spread across the North West, Oxford & Anglia and London, but mainly from the Northern & Yorkshire and Trent health regions. Because responding Trusts predominately came from the Midlands it must be acknowledged that the results of motivation may have been influenced by regional determinants. Such influences on work motivation could be culture and cost of living, but there were few alternatives to overcome this problem within the time and resource limitations of this study. It must be pointed out though that the research results were relevant to FM managers that were responsible for staff in these locations, so they continue to make a worthy contribution to the applied field.

The sampling frame for the research was determined simply by being employed in these types of occupation in these Trusts. This provided an equal opportunity for staff in these Trusts of being included in the sample. The Trusts' themselves were self-selectors to participate in the research, and randomly selected their own ancillary staff to respond to the questionnaire. There are some disadvantages of using self-selected samples in the representativeness they have to the wider population, particularly as members of the Forum are considered to be the more

forward thinking of the NHS' facilities, estates and support services managers, evidenced through their acumen to support research in their field. However self-selectors are also more likely to comply with the research, and so encourage a higher response rate than Trusts invited to participate on spec.

Since the NHS is a national system with national pay scales and broad staffing policies, it is recommended that the sample selected for this research conforms with the populations' attributes thereby arguing to be a representative sample of ancillary staff in the NHS. Oppenheim (1992) defined a representative sample as

*"a study of usually fewer than 2,000 carefully chosen people who, together, can give us an accurate picture of what would have emerged from a study of an entire population of many millions, a study of the nation in microcosm" (p. 39).*

which supports the appropriateness of the sample selected.

The success of the logistics of the pilot research encouraged a similar means of distribution and collection for the main questionnaire. The contact points at each of the 30 NHS Trusts that then formed the Forum were forwarded sufficient questionnaires to represent 50% of all ancillary staff at their Trust. It was not possible to gain the views and opinions of all of the staff due to both cost and time limitations. Managers were requested to randomly distribute the questionnaires to ancillary staff at the Trust and were advised to distribute these to every *n*th ancillary worker or leave them out in staff areas for people to nominate their views anonymously ensuring that the sample selected was unbiased by the manager or researcher. Recommendations were also made for returning completed questionnaires to a box in a common area or attaching return envelopes, once again to ensure anonymity and confidentiality. Some Trusts had more difficulty than others in gathering completed questionnaires from the staff due to work pressures and the time limitations.

Bearing in mind the sample requested was 50% of catering, domestic and portering staff across the 30 NHS Trusts, the response rates were satisfactory. 284 catering staff responded which represented 21% of all catering staff throughout

the 30 Trusts, but 41.9% of the requested sample. 597 domestic staff responded representing 21.6% of all domestic staff at the Trusts, and 43.3% of the appealed sample. 212 porters participated portraying the views of 37% of all portering staff at the Trusts, but 73.8% of the requested sample. The total sample size for the research was 1093 ancillary staff members of the NHS, which represents 23% of all the ancillary staff at the 30 NHS Trusts and 46.6% of the requested 50% sample size. Although the numbers are high, the proportion of the populations are unfortunately quite low. Only the porters showed a good response rate of over 70% of the requested sample. The extent to which the views of the catering and domestic staff represent those of this type of ancillary worker in participating Trusts is uncertain but they provide a good indication of their motivation in the 6% of the NHS that the results portray because of the high numbers.

## **Questionnaire Design**

The design of the main data gathering tool will now be considered to test the first research question of the research. The questionnaire has been designed to test whether Maslow's proposition, that human motivation comprises five needs (namely physiological, safety, love & belongingness, esteem and self-actualisation) is applicable to public sector ancillary staff. In this section discussion will be dedicated to the design of the methodology used for this stage of the investigation, as well as justification for its use in testing Maslow's proposed need structure.

Building on the necessary improvements uncovered during the pilot stage of this research, questionnaire methodology was again used as the main data gathering instrument. The reasons for this were equivalent to those previously discussed for the pilot research relating to the size and spread of the participants and the need for comparative data. A copy of the questionnaire used for this stage of the research can be found in Appendix 5.

The questioning structure that this methodology takes has been considered by several authors. Some have argued for questionnaires to be ordered beginning with simple, general questions and progressing to more specific and difficult ones (Sudman and Bradburn, 1989; Oppenheim, 1994; Hague, 1994; Babbie, 1990). The same authors, and many others besides, have suggested that such simple demographic questions as sex and age be placed towards the end of the

questionnaire. Their reasoning for this is that often these types of questions can be interpreted as threatening by the respondent or demotivate them in completing the questionnaire because on initial appearance it looks like a routine form rather than one intent on gaining their views (Babbie, 1990, p. 141). Although advice is heeded from these cautions, the ordering for this research used demographic questions as simple introductory questions and so were inserted at the beginning of the questionnaire. Their simplicity means they are less aggressive and overwhelming. No problems were encountered when a similar structure was used for the pilot questionnaire so there was little reason to change the order in the final instrument. From those who completed the questionnaire, such questions did not seem to offend many as only 1.3% preferred not to divulge their gender, and 1% did not disclose their age range - a non-completion result which appears insignificant.

Following these, other general questions were used to formulate a profile of the respondents. The closed questions asked of respondents at the beginning of the questionnaire included the length of time they had worked at the hospital; whether they were a full-time or part-time worker; had a permanent or temporary contract; their basic hourly rate of pay; whether they were the main breadwinner of their households income; and whether they were a member of a trade union (some results of which can be found in Table 5.1). The only question within this profile building section that caused some discomfort to the respondents was that relating to basic hourly rate of pay. Although the question was in a closed format with thirteen answer categories, still 4.1% of respondents preferred not to disclose this information. Considering the size of the sample this result proved inconsequential as with the non-responses to the demographic questions.

Because the research was sponsored by the NHS Forum, the questionnaire also had to incorporate items requested by the managers and so covered a wider field than that considered necessary to test the applicability of Maslow's theory of human motivation. The FM managers wanted to know about staff's awareness of training initiatives specific to their Trust and areas for service improvements, which could not be used as responses were too parochial. This restricted the design to a certain extent, but there was opportunity to include 18 questions out of a wider 47-item questionnaire, to evaluate staff's satisfaction in terms of Maslow's need classifications and a single 20-part question for need importance to

re-test the need classifications (Research Question I) and subsequently test for a hierarchical structure and the process of motivation (Research Question II). Although only 38% of the questions in the questionnaire were used for this investigation, access was guaranteed to a large number of NHS ancillary staff and so a sample was secured.

The questions designed were based on Maslow's description of the needs and through examples from previous authors who have tested the need hierarchy using similar methodologies. As shown in the literature review, Maslow's theory is a comprehensive rationale for human motivation compared to other theories of personality psychology that have used concepts similar to Maslow in one form or another and they can be subsumed by his theory. Because the question design is theory-driven the instrument can be considered a comprehensive test of Maslow's model of human motivation in the workplace.

Maslow's work predominantly contributed to the theoretical literature and not the applied field, as Alderfer (1969) states

*“as a result there is no established paradigm or set of operational definitions for testing the theory” (p. 159).*

Resulting from the *a priori* nature of the theory, the 18 need satisfaction questions and 20 need importance questions were generated from Maslow's descriptions of various needs and the work of previous researchers in testing the theory (Chapter 2). A discussion and justification for the inclusion of each question will now be given for testing Maslow's classification of human motivation into five needs. Firstly those questions relating to need satisfaction will be covered and then those measuring need importance. Attention to each question is given in the order in which they featured in the questionnaire, rather than in terms of the hierarchical order described by Maslow. It is considered most appropriate to consider the current state of motivation in the ancillary staff first to try to identify the five needs in Maslow's model prior to the importance of these items and their future motivations.

### **Need Satisfaction Question Design**

#### **Question 11 *Do you agree that Trade Union membership is important for the Catering (Portering/ Domestic) Service in the NHS?***

Although this question asks for the importance that the worker assigns to the feature, it is ultimately measuring their satisfaction with Trade Unionism. The question essentially asks for how much safety or love and belongingness needs staff consider are necessary for a public sector employee in general and so does not measure the importance they assign to their own personal need - that is left for the importance questioning section. Trade unions (TUs) are bodies who work to protect and improve the position of their members at work through collective organisation and action (Williams, 1997) and the basis of TUs is the belief among workers that they share a common interest in opposition to their employers and solidarity is needed to resist the pressures of working conditions (Foster, 1974). As such the question has predominantly been included to assess the love and belongingness needs of the sample, through the collective nature of the bodies. But it could also address the safety needs of the workforce, in the solidarity that TU traditionally offer, and the short and long term safety needs of the members with their part in wage negotiations (e.g. Trade Union Congress supporting the national minimum wage in 1995). Maslow referred to the impact of the collective in the sense of belonging, but he did not specify TUs as a source of this - although the original theory was not workplace specific. Other authors of work motivation research using Maslow's theory have also failed to consider Unionism (Porter, 1961; Hall and Nougaim, 1968; Friedlander, 1963). The majority of this work has been conducted in the US however where this may not be as important as it is in the UK and especially in the public sector. This question is therefore more appropriate to the public sector ancillary sample than any other that has previously been considered. Analysis will determine the type of need this actually motivates.

#### **Question 17 *How satisfied are you with your basic hourly rate of pay?***

In his test of an alternative to Maslow's theory, Alderfer (1969) included pay and fringe benefits in his *Existence* needs, and for Porter (1961) pay was also included

in the NSQ but was not classified under one particular need category. Instead Porter felt that the item spanned two or more need categories but did not specify which categories these were. The aforementioned research both concentrated their evaluations of Maslow's classification of needs to people occupying management positions and so it seemed reasonable to pose this question to those not in so financially comfortable positions to evaluate the impact that having a lower rate of pay had on need satisfaction. In research into economic dependency in hospital workers Brief *et al* (1997) argued that

*"some workers feel they barely make it from one paycheck to the next. For them, their jobs mean nothing less than survival" (p. 1303).*

Rate of pay can be debated as appealing to several of Maslow's need categories. At its most primitive it could be regarded as addressing the lowest of the needs – the physiological need as financial means are necessary to purchase food, shelter, clothing etc, which are all considered necessary for survival. But as was suggested in Chapter 2, physiological needs are already satisfied in today's western society, for example with the UK's welfare state, food and shelter are guaranteed for the majority. Money now can purchase *better* food, clothing and shelter but this may appeal to the higher-order need of esteem instead of survival. A regular source of income can also secure the continued provision of food and shelter, but again this may be safety motivation rather than physiological. Porter (1961) excluded the measurement of physiological needs in his instrument

*"since these needs are presumably so adequately satisfied for any managerial person that questions concerning them would appear irrelevant and unnecessary to the respondent" (p. 3).*

Subsequent researchers who have utilised or adapted Porter's instrument for their own use (Roberts *et al*, 1971; Alderfer, 1969; Mitchell and Moudgill, 1976; Payne, 1970; Herman and Hulin, 1973) have also omitted physiological needs for similar reasons. The inclusion of a pay-related question in Porter's instrument cannot therefore be a measure of physiological needs. But this could be the case for this lower waged sample so its inclusion was considered appropriate.

Safety needs could be more confidently measured with this question. For Porter (1961) security needs, as he labels them, are *"The feeling of security in my management position"* (p. 3); for Roberts *et al* (1971) they are *"Feelings of pressure"* (p. 207); and for Mitchell and Moudgill (1976) they are in part measured by *"the amount of predictability and order in one's position"* (p. 339). Accordingly this question could measure the level of predictability, security and pressure respondents feel they are under in view of their basic hourly rate of pay. Dissatisfaction with rate of pay could indicate feelings of insecurity, pressure and unpredictability in life outside of work.

This question could also be regarded as appealing to Maslow's third level need of esteem, both self-esteem and esteem gained from others. For an individual there is a strong sense of self-esteem from the feeling of being adequately paid for work they perform especially when this is compared to others. Alderfer examined this in his research posing the following statements for degrees of agreement, *"Compared to the rates of similar work here my pay is good"* and *"Compared to the rates for less demanding jobs my pay is poor"*. If there is a discrepancy between the rate of pay one feels one deserves and the actual rate of pay, and what others receive for their performance, then self-esteem gained from oneself will be low (p. 162). Esteem needs are also determined by notice and attention from others as well, and the culture of western society tends to regard those with a high rate of pay as being superior to those with a lower rate of pay. This is often because those with a higher rate of pay have greater responsibility, education or talent. Good financial standing in our society tends to accompany a respect that consequently provides higher levels of esteem. This is of course only one aspect of life where esteem is attained. In the design of this instrument however rate of pay was considered an essential source of motivation for the ancillary staff and so was included.

#### **Question 18 *How safe do you feel in your job from being made redundant?***

This question was added as a direct measure of respondents' safety needs, the second of Maslow's classifications. This was considered the most appropriate question to include to measure this need in the work situation. Questions relating to feelings of safety in the work role have been included in many other examinations of Maslow's proposition. Porter (1961) asked participants to judge *"The feeling of security in my management position"* as a measure of security



needs. Similarly Hall and Nougaim (1968) in their interviewing of new management trainees, evaluated the respondents' safety in *"the need to feel safe and prepared for anything that might happen, however unexpected. The need to avoid threat"* (p. 18). Roberts *et al* (1971) evaluated the security needs of their participating managers as *"Feeling of pressure"* (p. 207), which could be interpreted as pressure of the job content such as deadlines and profit margins, but could also be adapted to include the feeling of job security. Shoura and Singh (1999) asked their engineer *'Do you think you are secure in your job?'* (p. 47) and responses were gathered on a 7-point scale. Most would feel under considerable pressure if uncertainty surrounded the security of ones work role. Mitchell and Moudgill (1976) in the questioning of white-collar workers also looked at job security to evaluate Maslow's safety need. In their questionnaire, respondents were asked about the *"feeling of insecurity associated with one's position"* (p. 339). Personal evaluations of the security of the work role is therefore a standard measure of the need strength of Maslow's safety need, and so was included within this instrument.

#### **Question 19 Overall how satisfied are you in your job?**

Questions of general need satisfaction with the overall work role have also been included in both measures of Maslow's need hierarchy and those of job satisfaction. Roberts *et al* (1971) included questions of 'satisfaction with the job in general'

*"in an effort to determine whether (they) would group separately or link to items presumably reflecting the Maslow categories, thus strengthening the measurement of some categories"* (p. 208).

Hall and Nougaim (1968) also included general questions in their interviewing agenda on 'attitudes towards the job'. Although not detailed, this would suggest that such attitudes were evaluated using a general wide-ranging question as the more specific questions included related to relationships with superiors, peers and subordinates, career aspirations and major sources of dissatisfaction.

Support for the inclusion of a question on global job satisfaction, has also been provided by Nagy (1996). He argues that it is often assumed that a global measure of satisfaction is the sum of facet measures, that is questions on individual aspects of the job (e.g. management, co-worker relations, pay, training) but this is not the case. It is therefore necessary to include both types of questions to gain an all-inclusive measure of need satisfaction in a job. The inclusion of facet questions alone may neglect some aspects of the work role that are important to an employee. Similarly by asking global questions of need satisfaction, respondents are not provided with the opportunity to consider all relevant aspects of their jobs. A combination of both is therefore recommended, and so has been included in this measure.

The overall question used in this research has also been used by several other well-established measures of job satisfaction, namely the Minnesota Satisfaction Questionnaire (Weiss *et al*, 1967) and the Job-In-General Scale (Smith *et al* 1989). In both these scales global measures were included alongside questions of satisfaction with individual aspects of the job. Consequently, this question was included to make a global measure of respondents' need satisfaction alongside the facet need satisfaction measures also included.

**Question 22 *What would you say your chances are of promotion in your department?***

The issues covered by this question have appealed to two of Maslow's need categories in previous investigations. Within Porter's (1961) classification of Maslow's needs promotional prospects were interpreted as appealing both to esteem needs and self-actualisation. Promotion can be a source of esteem since it creates the opportunity for prestige which is "*the regard received from others in the company*" that Porter used. Prestige is usually associated with promotion because of the new responsibilities that are achieved and the financial reward that accompanies. Roberts *et al* (1971) also included a similar measure for esteem that was "*opportunity for recognition*" which is without doubt related to a work role promotion. In most circumstances promotion is validated through an evaluation of the current work role with the new role. There is often a mismatch between the capabilities of the worker in their existing role and their optimal competencies,

and a promotion is recognition by the organisation that the worker is meeting or capable of meeting these optimal competencies.

Promotion can also address the pinnacle of Maslow's human needs, that of self-actualisation. Porter classified this need as covering "*the opportunity for personal growth and development*" and "*the feeling of worthwhile accomplishment*" (1961, p. 3), so once again this conceptualisation of the need directly addresses promotion. For self-actualisation promotion can be interpreted as either contributing to a person becoming all they can become, or achieving their goal.

In developing Porter's NSQ, Roberts *et al* (1971) classified Maslow's ultimate need of self-actualisation as "*opportunity for personal growth*", "*opportunity to grow professionally*", "*feeling of self-fulfilment*", and "*opportunity for advancement*". The current research question could also support the logic that Roberts' classification of self-actualisation as promotion is associated with growing professionally and most definitely regarded as an opportunity for advancement. The accomplishment of feelings of self-fulfilment and personal growth are relative to the individual however, but for the majority these could result from promotion. Analysis will determine the level at which this aspect of work will motivate the ancillary staff.

**Question 26 Do you feel that you are kept informed about relevant events by the managers and supervisors?**

This question commenced the 'Management Relations' questioning module, and was primarily included as an evaluation of respondent's esteem needs. Hall and Nougaim (1968) included questions in their interviews regarding relationship with superiors (p. 17), and for Porter (1961) (and subsequently those who adapted his questionnaire, for example Mitchell and Moudgill, 1976), the regard received from others within the organisation was an aspect of esteem needs. Being informed about events within the organisation that can effect a worker's role and displays a level of respect between workers and superiors. When this is upheld, esteem needs should be addressed.

**Question 30 Overall, how would you rate your relations with your immediate manager?**

This question was included for similar reasons to question 19. The global attitude question ensures an evaluation of issues that facet questions may have omitted. This was also included to potentially assess the love and belongingness needs of the respondents in their workplace. For Roberts *et al* (1971), love and belongingness needs, or social needs as they labelled them, were classified as "*Opportunity to talk with others in my field*" (p. 207). This is not confined to relations with co-workers, but also those with management. Equally Mitchell and Moudgill (1976) included in their social needs categorisation "*the opportunity for conversation and exchange of ideas with colleagues and co-workers*" (p. 339). Here, co-workers are distinguished, and so it can be deduced that 'colleagues' can include staff other than those that are immediate co-workers, i.e. management. The esteem needs of the workers could also be addressed with this question since good relations with your superiors can allow for "*recognition or credit from co-workers when one does a good job*" (Mitchell and Moudgill, 1976, p. 339). Here co-worker can include superiors in the esteem that any recognition from them can bring to the individual.

The question included in the present research also specifically asks for an evaluation of relations with the respondents' 'immediate manager'. The wording of the question was carefully selected, primarily to reduce misinterpretation, but also to increase the likelihood of interaction. Firstly, by specifying the proximity of the manager, in terms of their immediacy, the opportunity for misinterpretation was reduced. It is less likely that respondents would consider the departmental manager or the Trusts' Chief Executive as the manager in question, since the word 'immediate' has been included. Also by including this term, there is a greater probability that the responding staff have been in contact with the said manager, and so their social/ love and belongingness needs can be evaluated in the terms of that specified by Roberts *et al* and Mitchell and Moudgill.

**Question 31 In general, how much do you trust the Catering (Portering/  
Domestic) Service management?**

Again this question considers the love and belongingness needs of the respondents, as prescribed by Roberts *et al* (1971) and Mitchell and Moudgill (1976) in the previous question. This question evaluates a more specific aspect of global management relations, in looking at the trust that employees experience of their management.

This can also be regarded as evaluating safety needs, as they have been measured by "*the amount of predictability and order in one's position*" (Mitchell and Moudgill, 1976, p. 339). Employees' safety needs would be addressed if they felt that those who directed them in their everyday work were being honest and truthful. Trust allows for, as Mitchell and Moudgill suggested relationships to be predictable and to have some order. If this trust does not exist then employees will feel unsure about their future within the work role and organisation. As a result worker's safety needs will not be satisfied and will remain dominant.

The wording of this question requires respondents to consider the level of trust they have of, not only their immediate manager, but also the management of the entire service within which they work. Workers may consider their job security when assessing the level of trust for management since this is an issue raised with the global management of the service rather than immediate management. With the exception of cases when employees are dismissed due to a general disagreeable attitude and reduced work quality, issues effecting the security of jobs (such as Market Testing and Compulsory Competitive Tendering) are generally NHS-wide. An evaluation of the level of trust experienced of the services' management as a whole will allow for such issues to be considered by the respondent when answering this question.

**Question 33 Would you agree that when you or other Catering (Portering/ Domestic) Staff make suggestions to the Catering (Portering/ Domestic) Service Managers and Supervisors about improvements to the Service, they are followed up?**

Milner *et al* (1995) describe suggestion schemes as *"a formalised mechanism which encourages employees to contribute constructive ideas for improving the organisation in which they work"* (p. 4). These schemes are becoming more and more widespread across organisations within both the public and private sectors, with rewards for suggestions ranging from cash prizes and scratch cards to additional days annual leave. The reasoning for the introduction of such schemes and the justification for the inclusion of this question, is the potential appeal they have to several of the employee's needs.

Firstly, in his evaluation of Maslow's theory of motivation, Porter (1961) included 'autonomy' needs as an additional need to the original classifications. For Porter, autonomy needs were

*"ones that in Maslow's system would be included in the 'esteem' category; here, however, these items have been put in a separate category since it seemed that they are logically distinct from other items that are more commonly associated with the term 'esteem'"*  
(p. 3).

To test for autonomy needs Porter measured *"the opportunity for independent thought and action"* and *"the opportunity for participation in the determination of methods and procedures"*. For the participants in this research, suggestion schemes are the means by which such opportunity exists. Suggestion schemes are a vehicle through which workers are able to express their independent thought and influence working methods and procedures, and so this question can be regarded as measuring autonomy needs, but in Maslow's original form of esteem needs. The important focus of this question for the workers however, is whether they feel their suggestions are followed up by the service management. From this reasoning, the question also relates to the level of trust respondents have of their management (question 31). Suggestion schemes imply to employees that their

management are caring and consider the views and ideas of employees, but for these schemes to achieve this image they need to be seen as worthwhile to employees. Suggestions need to be followed up and successful ones need to be well communicated for the schemes to have their ultimate effect.

Mitchell and Moudgill (1976) in their test of Maslow's theory, measured esteem needs as *"recognition or credit from co-workers when one does a good job"* (p. 339). In this sense, suggestion schemes can also appeal to esteem in the recognition achieved following a successful suggestion, acknowledged by management and staff. They also used the *"prestige inside the organisation (regard received from others within the organisation)"* (p. 339) as a measure of esteem which could also be gained from a successful suggestion and the scope for this opportunity.

For Hall and Nougaim (1968) esteem needs were measured through the responsibility of the employee. *"The need to be in a position where one's judgement and decisions are important to the progress and welfare of projects and /or people"* (p. 18) can be interpreted as the opportunities that suggestion schemes serve for employees to influence procedure. A successful suggestion scheme provides the opportunity for a degree of power and responsibility to be passed over to the employee, thus addressing their esteem needs within the organisation.

The suggestion scheme provides the scope for managers to listen to their workers and then act upon these ideas. Herbig and Genestre (1997) have argued for managers to employ such *"active listening that shows understanding of and respect to employees' feelings and ideas"* (p. 563) and the level at which this motivates the ancillary staff will be determined in the analysis.

**Question 34 Overall, how effective do you feel the Trust's system for resolving any problems which Catering (Portering/ Domestic) Staff have at work is?**

This question was also included primarily to evaluate the esteem needs of the respondents. Again utilising Porter's conceptualisation of esteem needs, as including *"the prestige....inside the company (that is, the regard received from*

*others in the company)*" (p. 3), this question focuses upon the quality of the systems that have been introduced for these workers which reflects the regard they receive. An effective mechanism by which employees are able to approach the service management with their problems, will suggest to employees that their employers give consideration to their problems. If such an effective system exists, employees will feel appreciated by their employers and their esteem needs will be addressed as measured by Porter's approach.

Using Mitchell and Moudgill's social (love and belongingness) need measurement of *"the opportunity for conversation and exchange of ideas with colleagues and co-workers"* (p. 339), this question also deals with a formalised system that could encourage this and so measure workers love and belongingness need. Although an effective complaints system is not a mechanism through which conversation between colleagues and co-workers is encouraged, it is one through which employees can air their views and gain support from others on which improvements can be made. In this sense, complaints systems are similar to suggestion schemes.

The justification for suggestion schemes as appealing to esteem and love and belongingness (social) needs can also be applied to the quality of the employees' complaints procedure. And similarly it is important for employees to consider the system to be effective for it to have any impact on any motivational need.

#### **Question 35 *How controlled do you feel by your supervisor in your work?***

As previously mentioned Porter (1961) included the 'autonomy', need as a continuation of Maslow's esteem need categorisation and this question could directly measure this need. Porter's autonomy measures for *"the opportunity for independent thought and action"*, *"the opportunity...for participation in the setting of goals"* and *"the opportunity...for participation in the determination of methods and procedures"* (p. 3) can all relate to how controlled workers feel by their supervisors. Sine autonomy is ultimately a type of esteem need as described by Maslow, for respect and regard, this question would quite clearly supremely measure the esteem need.



**Question 36 How satisfied do you feel about this control?**

According to the process of motivation described by Maslow, and specifically the deprivation/ domination proposition, the less autonomy and esteem one has through control, the more this is desired. This question was included as an attempt to ascertain the extent of this, as well as current levels of satisfaction. With the introduction of new ways of working in today's private and public sectors such as autonomous work groups, self-managed teams and team based practices, the level of control that the respondents experience in their jobs is a prevalent contemporary issue. Elmuti (1997) has considered the impact of self-managed work teams on employees, and concluded that

*"empowerment is used as the umbrella term for increasing employee involvement in decision making through self-managed work teams. Empowerment is more than involvement; it represents a high degree of involvement in which employees make decisions themselves" (p. 233).*

If there is a reduction in the level of control experienced by employees due to these new working practices, then it should follow that this will have an impact on the autonomy they experience. It must be recalled however that Porter's autonomy need classification was developed from Maslow's need for esteem, both self-esteem and that received from others so any identification of this need classification will be considered in the original format.

**Question 37 Working for the Catering (Portering/ Domestic) Service, do you agree that you feel part of a team?**

This question was mainly designed to measure Maslow's love and belongingness needs. Of the many theorists that have tested the existence of a hierarchy of needs (Porter, 1961; Lawler and Suttle, 1972; Hall and Nougaim, 1968; Roberts *et al*, 1971), this need has been given varying labels. For Porter, and those who have used his measurement instrument, they were classified as 'social' needs, and for Hall and Nougaim, this was the need for 'affiliation'. Despite the variance in need labelling, the contents and the means by which it has been measured are similar.

The inclusion of this question appeals to all classifications of this need category. Firstly, Porter's social need measurements (*"the opportunity...to give help to other people"* and *"the opportunity for developing close friendships"* (p. 3)) can apply to this question, where teamwork provides the opportunity for meaningful interaction. Secondly, Hall and Nougaim's affiliation measurement addressed the need for *"concern over establishing, maintaining, or restoring a positive affective relationship with another person or group in the work situation"* (p. 18). Through close working relationships with co-workers the affiliation need can be expressed. Thirdly, in their development of Porter's work, Mitchell and Moudgill's social need measurement also included *"the opportunity for conversation and exchange of ideas with colleagues and co-workers"* (p. 339) which can again be established through team based methods. Finally Shoura and Singh (1999) measured social needs *'Is there a sense of team belonging at your workplace?'* when testing Maslow's model with engineers.

Team based working practices are becoming commonplace and they have several benefits such as encouraging communication, improving job performance and advocates learning and development of both the team members and the organisation (Ingram and Descombre, 1999, p. 53). This is especially true for the NHS, as explained by the work of Williams *et al* (1998) on the health of the NHS workforce. They identified the need for

*"a major initiative to improve two way communications to increase staff involvement and enhance teamworking and control over work"*  
(p. 13).

This question was included therefore to ascertain the extent to which teamwork was in existence according to the workers themselves, and from this the extent to which love and belongingness needs are being addressed.

**Question 38 *How important do you feel that good relations with the other Catering (Portering/ Domestic) Staff are, for the smooth running of the Catering (Portering/ Domestic) Service?***

As with question 11, the importance of a need has been ascertained by one of satisfaction, and appeals for inclusion for similar reasons. This is a general question about co-worker relations for the good of the whole service, and addresses the need for the service rather than the individual. The importance of this feature and the needs to which they pertain are included in a later section of the questionnaire (discussed later in this chapter).

Following on from the previous question regarding team relationships, this question is interpreted as a direct measure of love and belongingness needs necessary for the effective functioning of the service. As well as Maslow's love and belongingness needs, this question could also appeal to Porter's social needs or Hall and Nougaim's affiliation derivatives of the original form.

'Good relations' built up from team working in service teams or other methods of working are considered in this question for their impact on the smooth running of the service. Ultimately, the degree of love and belongingness needs deemed necessary to achieve this are being measured.

**Question 39 *Do you agree that you play an equal role in the functioning of the Catering (Portering/ Domestic) Service as other Catering (Portering/ Domestic) Staff play?***

Respondents being asked for their opinion of the contribution they made to the functioning of their service can be argued to measure either love and belongingness or esteem needs. One item of Porter's items measuring social needs was *"the opportunity...to give help to other people"* (p. 3) and for staff to perform an equal role as other members of their team, a degree of co-operation between workers is sure to exist. Through this co-operation staff will be able to support others, which should address the need for love and belongingness.

Mitchell and Moudgill measured esteem needs as *"recognition or credit from co-workers when one does a good job"* and for Porter this is deliberated through *"the feeling of self-esteem a person gets in one's position"* (p. 339). Although the question suggests that the role under consideration is that of an equal and contribution is balanced, merely contributing to the efficient functioning of the service should provide a source of recognition. Similarly credit should be attributed to those delivering the service if it is recognised as one of efficiency and effect. The acknowledgement of this success could be a major source of self-esteem for all involved in achieving the standard. Equally if the service is ineffective, then esteem needs will be deprived and thus sought.

For both Porter and Mitchell and Moudgill, the need for self-actualisation was measured by *"the feeling of worthwhile accomplishment associated with one's position"*, which could also be the result of equally contributing to an efficient service if levels of esteem are conceptualised in an extreme form. As was suggested above, if a service is functioning successfully and at its most efficient, those playing an equal role in its production will feel this accomplishment is worthwhile. By playing an equal role, staff do not simply perform the tasks they have been allocated, instead they should take ownership of the service and as such take pride in its delivering. Any negative repercussions of the service reflects on their work, and likewise any positive consequences of their work can appeal to the esteem need or perhaps even self-actualisation.

**Question 41 *How would you rate your relations with your Trade Union representative?***

Both this question and question 11 were included to form a questioning module about Trade Unionism. Reliability can be tested through the repetition of a questioning area and as Oppenheim (1994) has suggested

*"we should not rely on single questions when we come to measure those attitudes that are most important to our study; we should have a set of questions or attitude scales"* (p. 147)

Trade Unionism is most important for manual staff in the public sector and are predicted to measure either the love and belongingness needs of the respondents or their safety needs. As a member of a TU, emphasis is placed on collective bargaining to regulate the terms of employment. This therefore reinforces the appeal to love and belongingness needs in the members' shared interests or their safety needs through the focus on terms of employment.

**Question 43 *If you won a large sum of money, would you continue with your job?***

This question has previously been asked of respondents participating in work motivation research. Carr *et al* (1996) in their analysis of pay discrepancies and work motivation measured intrinsic motivation with the question "*whether they would continue to work if they won a lottery, after which they could afford to retire comfortably*" (p. 484). For those who would continue to work, they concluded an intrinsic rather than extrinsic motivation. The wording of the question in this research was changed from 'lottery' to 'a large sum of money' after misinterpretations were uncovered in the pilot questionnaire, where respondents failed to answer because they did not play the lottery.

Roberts *et al* (1971) included in their analysis of Maslow's theory of motivation several general satisfaction items. Of the items, one asked respondents for their "*feelings about future in present division*" (p. 208), which could be considered in accordance with this question about future plans. Although winning a large sum of money is not a regular occurrence for many people, it was included for similar reasons as that provided by Roberts *et al*. They added general items of satisfaction to ascertain whether they would group independently or join those specifically included as measures of Maslow's need categories. If they did the latter, the measurement of need categorises would be strengthened. The justification for the inclusion of this question is likewise. It was not included as a specific measure of Maslow's needs, instead the question allowed investigation of the response clustering.

**Question 44 How happy are you with your physical working environment?  
(e.g. hospital layout, decoration etc).**

Again this question was included as a general satisfaction item to investigate the clustering of the responses rather than a direct measure of Maslow's original need categories. Stretton (1994) however included in his analysis of Maslow's reformulated need hierarchy amongst public servants an 'aesthetic need' to which this question could also appeal. The aesthetic need was positioned immediately before the ultimate need of self-actualisation in the hierarchy, and comprised the need for symmetry, order and beauty (Maslow, 1954). Although it would seem logical for the majority of these needs to be fulfilled outside the work environment through such activities as art, literature and painting, Stretton argued that "*a comfortable and pleasant work environment may itself go some way towards satisfying this need*" (p. 148). This question therefore can be considered as a test of the aesthetic need that can be subsumed by Maslow's needs at the higher levels of the hierarchy, or a measure of general need satisfaction.

### **Need Satisfaction Answering Scale**

All the above questions testing the applicability of Maslow's classification of human motivation into five needs and the extent of need satisfaction, had a response format of a five point Likert (1932) scale. The Likert scale addresses the uni-dimensionality of the attitudinal responses in assessing that all questions throughout the questionnaire measure the same construct (motivation). Questions requested respondents to place themselves on an attitude continuum that spanned from strongly agree, agree, neither agree nor disagree, disagree to strongly disagree. The scales altered slightly depending on the wording of the question, for example question 18 asked respondents about the level of job security they felt in their job, so the scale ranged from very safe, safe, neither safe nor unsafe, unsafe to very unsafe, as it would have been inappropriate for degrees of agreement to be expressed to this question. This has been supported by Babbie (1990) who approved "*modifications of the wording of the response categories ... can be used, of course*" (p. 164).

The Likert scale allows for unambiguous ordinality of the response categories as they are of equal weighting. Ordinal data is in effect being gathered as the responses are ordered from favourable to unfavourable, however for the purpose of analysing the degree of need satisfaction across the participants the responses have to be standardised. In this way a meaningful comparison can be made between participants in the population. Responses on the Likert scale were consistently scored 5, 4, 3, 2 and 1 with a high score depicting a favourable response which then normalises the results. By using intervals of an equal amount, the data is then transformed to interval data.

An alternative scoring system was considered. Responses were instead going to be scored to reflect the importance assigned to the need by the respondents. The importance of needs were measured by question 14 (which will be considered later in this chapter) on a similar Likert scale. Taking an average importance of each need three scoring systems were designed. Those relating to a need rated of high importance (a mean of 4.5 - 5) a need satisfaction Likert scale scored 20, 15, 0, -15, -20 was to be used. For needs of average importance (a mean of 3.5 - 4.4) a need satisfaction scale of 15, 10, 0, -10, -15 was to be used. For needs given low importance by the sample (a mean of 0 - 3.4) a need satisfaction scale of 10, 5, 0, -5, -10 was to be used. By weighting the scale greater reflection would have been given of Maslow's propositions, as the more important the need was to the sample, a greater level of satisfaction could have been achieved. The drawback of this scale however is its validity in truly reflecting the need satisfaction of the participants. Although it would have been favourable to employ such a scale its lack of validity in the scale weighting must be considered. The simple Likert scale with standardised scoring 5, 4, 3, 2 and 1 was considered more robust and accurate and so was applied.

The Likert scale has good reliability. The internal consistency of all the above need satisfaction questions was shown to be high with a Cronbach Alpha of 0.8629. Reliability is good because the scale allows a greater range of answers and it permits more precise information on the strength of agreement or disagreement, than for example a simple two-way agree/ disagree scale.

The main criticism of the Likert scale is

*"its lack of reproducibility (in the technical sense): the same total score may be obtained in many different ways. This being so, it has been argued that such a score has little meaning or that two or more identical scores may have totally different meanings"*

(Oppenheim, 1992, p. 200).

For this research, however, the nature of the responses to individual questions in representing different needs are of interest rather than the overall score to all the questions.

Likert scales have been utilised by many other researchers also testing the human need strength. Porter (1961) used a seven point equal weighted response scale for the NSQ with a consistent high score for a favourable response. Other researchers have imitated the format of Porter's questionnaire, subsequently utilising the same type of response scale (Alderfer, 1969; Mitchell & Moudgill, 1976; Roberts *et al*, 1971). Weiss *et al* (1967) also used a five point Likert scale for their Manual for Minnesota Satisfaction Questionnaire for measuring job satisfaction. This was scored in the same way as that used for this research with a low score of 1 for an unfavourable response (very dissatisfied) and a high score of 5 for a favourable response (very satisfied). The scoring and scale are therefore considered appropriate.

### **Need Importance Question Design**

A twenty-part importance question was included in the questionnaire to evaluate firstly the classification of needs by providing the scope for those found in need satisfaction to be confirmed. The second and main reason however is to assess Research Question II in the arrangement of the deficiency needs in a hierarchy of prepotency. According to Maslow (1943) the structure of the hierarchy

*"means that the most prepotent goal will monopolise consciousness ...the less prepotent needs are minimised, even forgotten or denied"*

(p. 394).



The importance question is similar to that used by Porter (1961) and subsequent researchers who have adapted the NSQ (Roberts *et al*, 1971; Lawler and Suttle, 1972; Herman and Hulin, 1973; Mitchell and Moudgill, 1976; Savery, 1996).

Porter asked respondents to rate items on a scale of 1 (min) to 7 (max) as to how important the variable was to them and from this score he was then able to calculate the potency of the need in relation to how satisfied it was. This is comparable to the procedures followed in the present investigation.

Because the results of the importance can also be used to confirm the need classifications found for need satisfaction, the rationale for the importance questioning will be reported in this Research Question I section.

Question 14 of the questionnaire (see Appendix 5) posed the question "*How important to you are:*", and then listed twenty work related variables appropriate to the ancillary work roles. There now follows the rationale and justification for the inclusion of each of the twenty items, which are considered in the order they were presented in the questionnaire.

#### **Question 14a *Good rate of pay***

Respondents were asked for the level of importance they attached to a good rate of pay and was included for similar reasons to that measuring satisfaction with the rate of the same feature (question 17). By including two questions directly relating to the importance of and satisfaction with rate of pay, a discrepancy score can in effect be calculated. This then evaluates any deprivation and subsequent dominance of this aspect of the work environment and the human needs to which it appeals. Porter included a pay-related question that asked the management sample to evaluate how important this aspect of their job was to them, how much should there be and how much there was at present but he did not associate pay with any of Maslow's need classification and included it in a non-specific category. Alderfer (1969) also included pay in his investigation of an alternative theory to that of Maslow's. He included it as an *Existence* need which "*include all the various forms of material and physiological desires*" (p. 145). With such low levels of pay, this should measure the ancillary staff's physiological or safety needs.

#### Question 14b Good bonus scheme

This variable was included for similar reasons to other financial based questions, such as rate of pay and overtime opportunities. Its inclusion was predominantly to address Maslow's safety need. This financial based variable is somewhat different however to other such variables is a reward for extra work or effort and as such is an incentive. Rate of pay, on the other hand, is a regular source of income. Bearing this in mind, bonus schemes may also appeal to Hall and Nougaim's (1968) esteem need test of Maslow's theory. For these researchers, esteem needs comprised achievement and challenge, which is *"the need to compete with some challenging standard of excellence, with internal or external"* (p. 18). To be motivated by bonus schemes, workers may see the additional work required as a challenge that is rewarded financially. This variable therefore can be considered to appeal to both safety and esteem needs but this will be determined by clustering.

#### Question 14c Good relationship with co-workers

This work variable was included in direct relation to need satisfaction questions 37, 38 and 39, regarding co-worker relations. In similar reasoning to that provided for the aforementioned questions, the inclusion of this variable can be justified through Porter's measure of Maslow's love and belongingness need. Porter measured 'social needs' importance and existence using the questions *"the opportunity...to give help to other people"* and *"the opportunity to develop close friendships ..."* (p. 3) and can also be reflected in this item as well as Shoura and Singh's (1999) social need measures of *'Do co-workers help each other'*, *'Do you have friends in the work place'* and *'Do you have the opportunity to develop close friendships in this job?'* (p. 47). For Hall and Nougaim (1968) the nature of question would instead appeal to their measure of Maslow's safety need classification. Identified as the need for 'Support and Approval', this aspect of safety motivation was *"concern over acts of notice, praise, or blame as a means of self-definition. Relying on the opinions of others for achieving self-esteem and self-confirmation"* (p. 18). This current research item could again appeal to this interpretation but they found their categorisation to have low need strength reliability. Potentially both love and belongingness needs and safety needs are in

evidence with this work-related variable and further analysis will determine its nature.

#### **Question 14d *Pride in service***

This question was included as a measure of Maslow's esteem need classification. Lea and Webley (1997) define pride as *"an emotion elicited by one's own or others' achievement and associates with self-esteem and positive self-image"* (p. 323). This item was included to evaluate the importance of both types of esteem needs defined by Maslow. He distinguished esteem needs as being the need for respect from others in order to satisfy ego needs and through the satisfaction of this need humans will feel self-confident, capable and adequate. The second kind of esteem is that we give ourselves, self-esteem, where one will attain feelings of dignity, of being one's own boss and of controlling one's own life (Rowan, 1998, p83). The importance of pride therefore should determine both ego needs and self-esteem but will be confirmed on analysis.

#### **Question 14e *Opportunities for multi-skilling***

Multi-skilling is a dominant issue in the NHS both for clinical and non-clinical workers which encompasses the sample in the current research. Multi-skilling has been defined as *"the training of people to perform two or more traditionally separate roles"* (Akhlaghi and Mahony, 1997, p. 66) and this is particularly true for the portering, domestic and catering NHS staff, where new roles being introduced are mergers of these roles (e.g. introduction of ward housekeeper in NHS Plan, 2000). Training opportunities and prospects to develop oneself in the work place have been categorised by researchers as addressing Maslow's ultimate human need of self-actualisation. Porter (1961) measured this with *"the opportunity for personal growth and development..."* and training provided for multi-skilling can be regarded as providing this opportunity. For Hall and Nougaim (1968) one measure of self-actualisation used in their research was

*"the need for development and integration of personal skills. The desire to become competent, skilful, and effective in areas which are*

*important to the individual and which are job-related, within broad limits. Included here is the individual's desire to acquire new knowledge and skills" (p. 18).*

Within the NHS the opportunity to become multi-skilled is often optional, so for those who feel this is important the desire mentioned in Hall and Nougaim's measure should be measured and so motivate at the highest level.

#### **Question 14f Good training opportunities**

The justification for the inclusion of this work-related variable is similar to that for the previous question. Training opportunities appeal to Maslow's self-actualisation need in the scope they provide for personal growth and development. However O'Bryan and Pick (1995) in their application of Maslow's need hierarchy to information systems professionals, classified training as appealing to both safety needs and love and belongingness needs. They suggested that training can provide greater job security, as it serves both as a signal to the employee that they are worthy of investment and that the employee is expected to be around long enough for the organisation to reap the benefits of the investment. They also suggest that training addresses humans' need for love and belongingness as it *"not only fulfils directly, but also provides fulfilment indirectly by providing a sense of belonging"* (p. 17-19). The importance of good training opportunities has been included in this investigation primarily as a measure of self-actualisation but the possibility for alternative interpretations is acknowledged.

#### **Question 14g Overtime opportunities**

This question was predominantly included as a measure of respondents' safety needs. Mitchell and Moudgill (1976) measured this with *"the amount to which the job interferes with one's personal life"* (p. 339) and overtime opportunities tend to flow over from work time into personal time, and so could be regarded as potential interference in one's personal life. Often in the work situation opportunities for overtime are embraced as a means of furthering income and so as has been suggested with rate of pay and bonus schemes, financial rewards contribute towards the securing of shelter and for humans to be safe from harm. This could

motivate at the safety need level or in a more primitive physiological level if finances are limited.

#### **Question 14h *Job security***

The inclusion of this work-related variable was to directly test Maslow's safety need classification, and to correlate with the satisfaction experienced with this need. The justification for the inclusion of this variable is equal to that given for question 18, which asked the sample how safe they felt in their jobs from being made redundant. Maslow's safety need classification has previously been tested by the measures *"the feeling of security in my ....position"* (Porter, 1961, p. 3); *"the amount of predictability and order in one's position"* and *"the feeling of insecurity associated with one's position"* (Mitchell and Moudgill, 1976, p. 339); *"the need to feel safe and prepared for anything that might happen, however unexpected. The need to avoid threat"* (Hall and Nougaim, 1968, p. 18); and the *"feeling of pressure"* (Roberts *et al*, 1971, p. 207). Each of these measures can be interpreted as measures of job security and thus items relating to safety needs.

#### **Question 14i *Good management style***

Need satisfaction questions 30, 31, 33, 35 and 36 asked respondents for their satisfaction, trust and views of those who manage them and this question was included to ascertain the importance to staff of this aspect of their working circumstances. The aforementioned questions were initially included as measures of both Maslow's love and belongingness need and esteem need so the importance of this aspect of their job should measure the regard with which they hold either aspect of their working environment.

#### **Question 14j *Good pension scheme***

Maslow's classification of safety needs is evaluated with the inclusion of this aspect of working life. For employees, pension schemes contribute to long term safety needs in the financial security they provide when the working life is complete. Terry and White (1997) suggest from an employer's perspective *"pension*

*schemes may also have the effect of inducing employees not simply to stay with the employer, but also to work diligently, to the satisfaction of the employer” (p. 160)* and so can be regarded as meeting the safety needs of the employer in terms of securing a workforce and contributing towards work performance. For this research however, the needs of employees are being considered, and in particular with this question their own personal safety needs. The importance of a good pension scheme however may also measure esteem need importance. The quality of the pension scheme may indicate to the worker the quality of the organisation and the regard with which they hold the employee in the future they can provide for them. The analysis of the importance of this item will decipher the need to which it appeals for NHS ancillary staff.

#### **Question 14k *Number of days Annual Leave***

This work-related variable was included in a similar vein to other statutory employment conditions such as rate of pay, bonus schemes, overtime opportunities and pension schemes. As such it appeals to the same need classification - Maslow's safety need. Mitchell and Moudgill's measure of this need - *“the amount of predictability and order in one's position”* (1976, p. 339) can be demonstrated through this variable. When employees are aware of the number of days annual leave they are entitled, this enables their work and home life to be structured and predictable, thereby contributing towards security and safety.

#### **Question 14l *Good promotional prospects***

Need satisfaction question 22 asked respondents for their perceived chance of promotion in the department, and was included to evaluate their esteem or self-actualisation needs. Analysis will help establish the particular need this measures in the staff. Porter measured esteem needs by examining *“the prestige of my ...position inside the company (that is, the regard received from others in the company)”* and self-actualisation with *“the opportunity for personal growth and development in my ...position”* (1961, p. 3). Both measures can be applied to promotional prospects, since accompanying promotion is usually an increase in prestige of the work role and a similar increase in the regard received from co-workers. Promotion also provides employees with the opportunity to develop and

grow in their professional capacity and so potentially measures the growth need of self-actualisation. Analysis will confirm this.

#### **Question 14m *Friendly atmosphere***

The importance of this work-related variable allowed comparison to be made with the co-worker relations need satisfaction questions (q37-39), and thus can appeal to similar needs. A friendly atmosphere in the workplace can be created from the interaction employees have not only with their immediate co-workers, but also their supervisors, managers, other departmental staff and customers, who for this sample are hospital patients. A dominant influence on the working atmosphere is from those one works closest and most frequently with and for this sample will be their ancillary co-workers. The reason for asking respondents about the level of importance they attach to this part of their working environment, is to attempt to measure the positioning of love and belongingness needs' prepotency to the sample. Porter measured these needs through the question "*the opportunity to develop close friendships in my ... position*" (1961; p. 3); Roberts *et al* utilised the item "*opportunity to develop close friends*" (1971; p. 207); and Hall and Nougaim in their measure of 'affiliation needs' used the item "*concern over establishing, maintaining, or restoring a positive affective relationship with another person or group in the work situation*" (1968; p. 18). The nature of this item is similar to those posed above, and the importance of this item to the sample will confirm/refute the need which satisfaction appeals.

#### **Question 14n *Contact with patients***

The contact that employees have with their customers can often be a means through which their work becomes meaningful, pertaining to Hackman and Oldham's concept of Task Significance (1980). Customers for this sample are generally both clinical staff and patients. The inclusion of this question was an attempt to address several of Maslow's need classifications with analysis determining the most appropriate. Firstly the love and belongingness needs of respondents are addressed by comparing this to Mitchell and Moudgill's social need measure - "*the opportunity to give help to other people*" (1976, p. 339). Giving help and assistance is often one of the main reasons workers join the NHS

highlighted through the NHS mindset (detailed in Chapter 3) although this is predominantly attributed to clinical staff, but could extend to their non-clinical colleagues. The inclusion of this question nevertheless enables the importance of this item to be evaluated.

Esteem need importance can also be measured through this question illustrated by Porter's single measure of esteem needs - *"the prestige of my ...position outside the company (that is, the regard received from others not in the company)"* (1961, p. 3). Such prestige and recognition is often awarded to those who work in the NHS for the roles they perform in caring for the sick. Again this is more than often clinical staff, however with the introduction of multiskilled work roles and ward housekeepers for non-clinical workers, ancillary staff are increasingly involved in non-clinical patient care (Akhlaghi and Mahony, 1997; NHS Plan, 2000).

This item may also address Maslow's self-actualisation need classification which has been measured by *"the feelings of worthwhile accomplishment associated with one's position"* (Porter, 1961; Mitchell and Moudgill, 1976; Lawler and Suttle, 1972) and can most definitely be associated with caring for the sick. In his investigations of Maslow's theory in the Australian public sector, Stretton (1994) suggested, *"self-actualisation in the sense of a coincidence of personal and public duty in the consciousness and motivations of its public servants, is the best the public sector can hope for"* (p. 148). He felt that self-actualisation could only be achieved from the service/duty that public sector employees perform for the public, which in this case are patients. The need to which this item pertains will have to be confirmed through further analysis.

#### **Question 14o *Contact with Nurses***

#### **Question 14p *Contact with Doctors***

The above questions were included in the instrument for similar reasons to that of contact with patients. For the sample, customers also comprise clinical staff such as nurses and doctors and as with patients, the contact that the respondents have with their customers can appeal to several of Maslow's needs. Firstly Maslow's love and belongingness needs are demonstrated in the opportunity provided in this role to give help to others (Porter, 1961, p. 3; Lawler & Suttle, 1972, p. 272).



Secondly the esteem needs can be addressed with this item through the opportunity for recognition when first hand customer contact is experienced (Roberts *et al*, 1971, p. 207). Thirdly self-actualisation can also be considered in the feeling of self-fulfilment one can attain through such customer contact (Mitchell and Moudgill, 1976, p. 339). Once again further analysis will determine the importance of which need this item addresses.

#### **Question 14q *Contact with supervisors***

The inclusion of this question was as a collaborative measure of questions 30 and 31 regarding need satisfaction with management relations. Through this question, the importance of such relations can be surveyed and compared to their satisfaction, and so similar needs are appealed to. The need satisfaction questions were included to appeal to esteem needs and this item could measure their importance. Mitchell and Moudgill (1976) measured esteem needs using the item *"recognition or credit from co-workers when one does a good job"* (p. 339) and contact with your supervisor often provides scope for such recognition to take place. Alderfer (1969) in his examination of Maslow's theory compared love and belongingness needs with 'Relatedness' needs, to which this item could also appeal. These needs were described as

*"the needs which involve relationships with significant other people. Family members are usually significant others, as are superiors, co-workers, subordinates, friends, and enemies"* (p. 146).

For Alderfer, relatedness needs involved achieving respect from superiors including openness and honesty and a mutual trust (p. 160) and through contact with the supervisor for this sample, such relatedness needs could be achieved. Statistical analysis will indicate which need this item addresses.

#### **Question 14r *Contact with supervisor's boss***

This item was included to ascertain the importance of staff's contact with management. The sample population ordinarily have regular contact with their

immediate supervisor and infrequent contact with their supervisor's boss so this question allows respondents to clarify the importance of having relationships with more specific and higher members of the management team. From this it will then be possible to evaluate the extent to which the respondents' needs for either love and belongingness or esteem are being addressed through management relationships.

#### **Question 14s *Job variety***

The importance of job variety was ascertained through this item as a measure of respondents' aspirations for self-actualisation. Hall and Nougaim (1971) measured self-actualisation with the need for 'Stimulation', which was described as *"the need for activity which stimulates curiosity and induces excitement. The need for interesting work, for unique and varied experiences"* (p. 18). For staff to feel that job variety is important to make their work interesting and stimulating, it would suggest that they are motivated by the pinnacle of Maslow's human needs. Equally, Roberts *et al* (1971) measured self-actualisation through the use of the item *"opportunity for personal growth"* (p. 207), which is often associated in the world of work with the acquisition of new skills. For a job to be varied, more than one skill will be necessary and if workers feel this is important it would suggest that personal growth is being sought.

#### **Question 14t *Union representation***

This question was included as a confirmatory item to corroborate the findings of need satisfaction questions 11 and 41. Although question 11 asked respondents for their opinions of the importance of TU representation for their service as a whole in the NHS, this question specifically asks for the personal importance of representation to the individual ancillary worker. As with the previous questions on TU representation, this item was included to evaluate the importance of either Maslow's safety need or love and belongingness needs. Further analysis will confirm this.

### **Need Importance Answering Scale**

A Likert scale was again used for this question requesting respondents to place themselves on the attitude continuum for each work-related variable. The continuum spanned from very important, important, neither important nor unimportant, not very important to not important at all. A 'not applicable' category was added to prevent any skewing of the data. The scoring for this scale ranged from 5 for a favourable response to 1 for an unfavourable response. The 'not applicable' category was scored as zero. In the subsequent analysis, the zero was recoded to indicate a missing answer in order to prevent inclusion as a real value.

Because Maslow did not provide testable constructs for his theory, it is difficult to present robust measures of each need in the workplace. Using his descriptions of the needs and others' adaptations of them to measure work motivation, the items for this investigation have been formed. Interpretations of previous work have been adapted to measure each of the five needs in the work role of the NHS non-clinical ancillary staff. Now that the design of the research methodology has been outlined for testing Research Question I, the analysis undertaken on the satisfaction and importance expressed will be detailed in the next chapter. The process of analysis and the results of the needs found will now be considered for the goodness of fit of Maslow's classification of human motivation.

# Chapter five

## Research Question I Results

This chapter details the process of statistical analysis applied to the questionnaire results gathered from the NHS ancillary staff. The level of satisfaction and importance assigned by the staff to each item are included as well as the results of the procedure for assessing the applicability of Maslow's need classifications. Firstly however the characteristics of the sample will be considered.

### Demographic Sample Features

Table 5.1 presents the characteristics of the sample obtained for the three types of NHS staff, and then the staff combined. From the table it can be seen that a high proportion of the sample were domestic staff (54.6%), with a similar representation between catering (25.9%) and portering staff (19.4%). Of the sample only 28.4% were male making the majority female (70.3%), with 1.3% not answering. The modal age category of respondents was 31-50 years and the modal length of time working at the Trust was 6-10 years. The long length of service of the sample is of particular interest considering the relatively routine nature of the work tasks and the low level of wages associated with such positions. The NHS however is an industry in which workers tend to stay perhaps due to the NHS mindset for caring (Keys, 1988). This trend is again confirmed through the current sample where 36% of the porters had worked for their Trust for 6 years or over, with the same for 27% of domestics and 32% of caterers.

A very high percentage of domestics were employed on a part-time basis (77.6%) as were 58.3% of catering staff but only 4.8% of porters. This perhaps illustrates a gender difference in terms of employment or the traditional nature of the roles. Although the majority of the sample were employed on a part time basis, nearly all had a permanent contract of employment (94. 1%).

The closed question employed to ask respondents for their basic hourly rate of pay had 13 possible response categories. There is an inherent sensitivity surrounding

financial positions in the UK so such wide options and anonymity were used to reduce sensitivity. The categories ranged from 'Less than £3.00' to 'More than £6.51' an hour<sup>20</sup>. The table shows the modal rate of pay received by the sample per hour was £3.51 – £3.75. The table also illustrates that although this is the modal pay for the combined sample a higher rate of pay is received by the catering and portering staff. This would imply that the large domestic sample has dominated the averages for the combined sample.

Characteristics	Catering	Domestic	Portering	Combined
N in obtained sample	284	597	212	1093
% Male	25.3	5.6	97.6	28.4
% Female	74.7	94.4	2.4	70.3
Modal Age Category	31-50 years	31-50 years	31-50 years	31-50 years
Modal Length of Service	6-10 years	6-10 years	6-10 years	6-10 years
% Part-Time	58.3	77.6	4.8	57.8
% Full-Time	41.7	22.4	95.2	41.2
% Permanent Contract	95.9	95.3	96.6	94.1
% Temporary Contract	4.1	4.7	3.4	4.3
Mode hourly rate of pay	£3.76-£4.00	£3.51 – £3.75	£3.76-£4.00	£3.51 – £3.75

Table 5.1 Defining characteristics of NHS sample

Questionnaire Reliability

A method to measure the internal consistency of an attitudinal questionnaire is the Cronbach alpha statistic. This assesses from the responses whether each item is measuring the same variable and to the same extent, and produces a correlation coefficient to illustrate this. The coefficient alpha ranges from -1 to +1 but the higher it is the more reliable the test can be considered to be, but there

<sup>20</sup> This research was undertaken prior to the introduction of the national minimum wage in 1999.

isn't a generally agreed cut-off. Nunnally's (1978) rule of thumb is 0.7 and above and tends to be used in most psychological testing.

The internal consistency and hence the reliability of the items measuring *need satisfaction* is 0.7672, demonstrating an acceptable level of reliability. The 20 items measuring *need importance* were also tested for internal consistency and an alpha of 0.8619 was found again demonstrating high internal consistency and reliability. An alpha for both the satisfaction and importance responses was calculated at 0.8017 again indicating high internal consistency and reliability. The employment of Likert answering scales in the questionnaire may have contributed to this high internal consistency as they are an established technique for measuring the uni-dimensionality of a construct and use a greater attitude continuum, which allows more precise information.

## **Factor Analysis**

Factor analysis was selected as the most appropriate statistic to apply to the set of variables designed to measure need satisfaction and need importance in the NHS ancillary staff. This is a multivariate statistical method that analyses the structure of interrelationships among a large set of data that reduces the data to a set of common underlying dimensions based on the interrelationships. These common dimensions are called factors.

Other studies that have investigated Maslow's theory of human motivation in workers also employed factor analysis to reduce their variables to a condensed set of factors that explain the underlying patterns or relationships in testing for human needs (Alderfer, 1966; Mitchell & Moudgill, 1976; Porter, 1961; Roberts *et al*, 1971; Herman & Hulin, 1973; Beer, 1966). Ryckman (2000) has recognised that

*"Much of the research in personality is correlational in nature: that is, it seeks to determine whether there are relations between two variables."*  
(p. 11)

Because personality research deals with complex structures and relationships, this multivariate technique is most appropriate as it has the capacity to deal with multiple variables, compared to univariate or bivariate methods. The technique considers all variables simultaneously and how each variable is related to all others and from this formulates explanations of the entire data set.

Since the ultimate purpose of factor analysis is to summarise a large number of variables with a smaller number of factors it has also been recommended for those conducting survey research. Babbie (1990) supported the use of this statistical tool since it is

*“an efficient method of discovering predominant patterns among a large number of variables. Instead of the researcher being forced to compare countless correlations – simple, partial, and multiple – to discover patterns, factor analysis can be used for this task” (p. 314).*

Once again showing the technique to be appropriate to the current survey of NHS ancillary staff on their work motivation.

There are several assumptions about the data that have to be satisfied before factor analysis can be performed. These are discussed and assessed in the current data in Appendix 6, and the data is confirmed to meet the necessary assumptions.

Factor analysis can be used for data summarisation or data reduction. Within data summarisation, the structure of relationships between variable or respondents can be identified. To summarise the data according to variables is called R factor analysis, where latent dimensions are identified. To condense large numbers of people into different groups with a larger populations is called Q factor analysis. For data reduction, factor analysis can identify factors from a set of variables that can be used in subsequent multivariate analysis or create an entirely new set of variables that replace the original set for use in later analyses. For both of these the nature of the original variables are retained but simplified in fewer factors. Data summarisation is content with simply identifying underlying dimensions and the contribution that each variable makes to the factor (loading). Data reduction also relies on the factor loading but uses them for identifying

variables for further analysis with other techniques or replacing the original variables with the factors themselves in future analyses. Within this investigation of the applicability of Maslow's human need classification, the variables are being reduced to a smaller set of factors that will be used in subsequent analysis (this follows in Chapter 7 with application to a further set of public sector ancillary workers) so Data Reduction is employed.

Factor analysis can be confirmatory or exploratory depending on the major objectives of the researcher. It can be exploratory when researchers are searching for a structure among a set of variables, there are no *a priori* constraints on the components or the numbers of components to be extracted. On the other hand the researcher may have a theoretical framework which they can test against, or have preconceived ideas about how the data will group from prior research, and so the statistical procedure can be used to confirm these preconceptions. This is confirmatory factor analysis where the researcher can test the data to see if it meets the expected structure (Hair *et al*, 1998, p. 91). In the present investigation, the fit of Maslow's five distinct types of needs is being considered and can be tested against (Research Question I) and so the most appropriate type of factor analysis is confirmatory.

When using confirmatory factor analysis more than one variable should be included that appeals to a particular factor. Since the aim of the statistical technique is to find relationships and patterns in groups of variables, it is useless if only a single variable is included. To measure the satisfaction and importance of motivation in the NHS ancillary staff, more than one variable has been included that could potentially appeal to each of Maslow's need classifications. By including more than one variable for each need there is a greater chance that the factors found will be described by more than one variable allowing a better interpretation of the underlying dimension. A variable may still fail to correlate with the other variables thought to measure the construct, but by including multiple variables this cannot be the fault of the research design.

To help identify the factors that load from the analysis, the research design includes some *marker variables* that closely reflect the hypothesised underlying factors. This helps to validate the factors that load. For this investigation into Maslow's need classifications, the marker variables are based on his descriptions



of the needs and previous research findings into the area and as shown in the questionnaire design (Chapter 4) the most appropriate measures are as follows:

Need	Need Satisfaction	Need Importance
	Marker Variable	Marker Variable
Physiological	Rate of pay	Good rate of pay
Safety	Safe from redundancy	Job security
Love & Belongingness	Play an equal role in team	Good co-worker relations
Esteem	Management relations	Contact with supervisor
Self-Actualisation	Promotional prospects	Promotional prospects

Table 5.2 Marker Variables

Rotation is necessary in factor analysis to uncover the predominant underlying structures of variables. It improves the interpretation by reducing some ambiguities that accompany preliminary analysis. Unrotated factor analysis only produces factors according to the order of their importance. The first factor is generally the most important with many variables loading on it and accounts for the largest amount of variance. In rotation the amount of variance is redistributed from earlier factors to later ones in order to achieve a more meaningful factor pattern. Factors are then re-arranged in such a way as to produce simpler and more easily interpretable results. There are two types of rotation ‘orthogonal’ and ‘oblique’. In orthogonal rotation, factors are forced together and this should be used when there is reason to believe that

“i) the constructs under measurement are conceptually independent; ii) it is possible for them to vary independently”  
(Mitchell & Moudgill, 1976, p. 337).

With oblique rotation factors are assumed to be, or can be to some extent, related to each other, and interdependent. This procedure is more flexible and realistic because theoretically, underlying personality dimensions are not assumed to be uncorrelated making oblique rotation more accurate. With this type of rotation the extent to which factors can be correlated (Delta) can be controlled. Delta should be

0 or negative, with 0 yielding the most highly correlated factors and large negative numbers yielding nearly orthogonal (independent) solutions.

Within psychology, although they are labelled separately, it is most unusual for drives and desires to be considered independent of each other. Maslow himself admitted that he did not believe that the need categories were conceptually independent. He supported the idea that *"there is usually such an overlapping that it is almost impossible to separate quite clearly and sharply any one drive from any other"* (1954, p. 71). According to the gratification-activation process of motivation, the relationship between the needs cannot be one of independence. Oblique rotation is therefore most appropriate since the variables are related and yields the most highly correlated factors (Delta 0).

Factor analysis is also a suitable statistical mechanism for the size of the sample being investigated, since the reliability of the factors that emerge is determined by the sample size. There is no agreement as to what this sample size should be, however Gorsuch (1983) has proposed an absolute minimum of five participants per variable and not less than 100 individuals per analysis. A sample size of 1093 measuring 38 variables was therefore unproblematic.

Hair *et al* (1998) point out that

*"The researcher must also remember that factor analysis will always produce factors" (p. 97)*

so it should only be used when the conceptual underpinnings of the variables are understood, instead of just running it on a random set of variables and hope that the statistical technique will work it out. The factors found can only be meaningful if they have conceptually defined dimensions. For the present investigation variables have been designed specifically to test work motivation, so they already have conceptual dimensions. Using confirmatory factor analysis as well, the findings can be compared against a perfect model (Maslow's need classifications) and so also have conceptual meaning.

There are some disadvantages however, to using factor analysis that should be examined before the results from this investigation are considered. It can be criticised on the philosophical grounds that, for a research question to be legitimate, the researcher must be able to specify the conditions under which the question would be disproved. With factor analysis though, a solution is always produced in the form of factors, and those produced in exploratory factor analysis especially, are not always meaningful (Babbie, 1990, p. 315). Wahba and Bridwell (1976) also warned that with factor analysis, researchers should take care when making inferences from the results as they are mostly a function of the data collected rather than the theoretical construct itself (p. 221). In this case, the theoretical underpinning of each variable is fully understood so the relationships that may be uncovered between them in confirmatory factor analysis will be investigated thoroughly to prove or disprove Research Question I. Caution will be taken though with interpretation of the data.

The appropriateness of the statistical technique by far outweighed the disadvantages and so confirmatory principle-components factor analysis was used with oblique rotation run with a Delta of 0. This procedure was firstly applied to the 18 need satisfaction variables and then to the 20 need importance items. The results of each will now be considered and the applicability of the findings in illustrating the need classifications proposed by Maslow will be expressed (Research Question I). The satisfaction and importance measures are considered separately as the nature of the responses are distinctly different, particularly in measuring the process of motivation where the importance of a need/ variable signifies its level of satisfaction (Research Question II). By analysing the two separately, results can be compared and allows the opportunity for confirmation of the types of needs, and further analysis of the process of motivation.

The thesis will be structured with consideration of the ancillary staff's current need satisfaction and then followed with the importance to them of each need. This structure has been chosen since goals that are currently satisfied signify the prominence of a need and will highlight those that are currently motivating for the workers. Following this the importance of needs will be considered to validate those found to motivate in satisfaction and those that will motivate in the future. To consider the fit of Maslow's model of motivation, the structure of motivation

(Research Question I) needs to be considered before the process of motivation (Research Question II) as one cannot consider the latter without the former.

Table 5.3 illustrates the results of the factor analysis with Oblique Rotation. Bryman and Cramer (1990) argue for the results of factor analysis to be interpreted from the pattern matrix. They suggest that

*“the pattern matrix, is made up of weights which reflect the unique variance each factor contributes to a variable. This is the matrix which is generally used to interpret the factors” (p. 263).*

Item	Definition	Esteem					
Q26	Kept informed	.74752	-.00187	.05486	-.02489	-.02340	.17431
Q33	Suggestions listened to	.72295	-.12098	.02020	.13454	.06062	.09267
Q31	Trust of mngt.	.71040	-.14382	-.02879	.06385	.00560	.18020
Q34	Complaints systems	.71011	.09173	.02862	.24368	.06810	-.06421
Q22	Promotional prospects	.68483	.12542	.11801	-.03629	-.02898	-.38989
Q30	Mngt. Relations *	.67529	-.04423	-.17405	-.17902	-.02894	.23870
Q37	Part of a team	.41969	.08977	-.31746	.01940	.01054	.24146
<b>Institutional</b>							
<b>Safety</b>							
Q41	TU rep. Relations	.10593	.82388	.05908	.12789	-.01546	.01595
Q11	Need for TU membership	-.19767	.79844	-.08109	-.09975	.05722	.02916
<b>Love &amp; belongingness</b>							
Q38	Need for good co-worker relations	-.12703	-.07876	-.79744	-.00438	.07786	-.01179
Q39	Equal role in the Service *	.04418	.18083	-.67938	.05343	-.11746	.03943
<b>General</b>							
Q43	Won money	-.00833	.02985	.14389	.74239	.00339	.08220
Q19	Overall job sat.	.13257	-.08758	-.23396	.56288	.01326	-.43899
Q44	Working environ.	.07263	.07592	-.26364	.51326	-.02954	.19687
<b>Safety</b>							
Q18	Safe from redundancy *	.14524	.06118	-.20952	-.23294	.75486	-.16793
Q17	Sat. with pay	-.10229	.24960	-.01792	.23572	.70511	.18967
<b>Autonomy</b>							
Q36	Sat. with control	.18512	-.00472	-.05977	.07372	.01250	.62508
Q35	Level of control	.20023	.06117	-.05971	.06423	-.03738	.49575

Table 5.3 NHS need satisfaction pattern matrix \* Successful marker variables

From the table it can be seen that six factors emerge. Using Hair *et al's* guidance for identifying significant factor loadings according to the sample size, a factor loading of as low as 0.30 can still be considered significant due to the large sample size (p. 112). All the factors can be regarded as significant using these guidelines as the lowest correlation found is staff's satisfaction with feeling part of a team (question 37) with 0.41969. Even this lowest correlation is considered significant since the views of over 1000 NHS ancillary staff have been gathered.

The number of variables loading on each factor is also a test of the significance of each factor. For Kim and Mueller (1978) they look to Thurstone who

*"suggests at least three variables for each factor, but this requirement need not be met if confirmatory factory analysis is used" (p. 77).*

Because confirmatory factor analysis was used in this research with Maslow's five needs to test against, three variables for each factor are therefore not essential.

The nature of the factors has determined their labelling with use made of Maslow's descriptions of the needs in his theory of human motivation as well as the findings of previous studies of the model. The label is intuitively developed by the researcher based on its appropriateness for representing the underlying dimensions of a particular factor. The final result will be a name or label that represents each of the derived factors as accurately as possible (Hair *et al*, 1998, p. 114).

Variables with high loadings are considered more important and have greater influence on the name or label selected to represent the factor. Using Maslow's descriptions of the needs, previous studies and further interpretations in the work place, the factors were labelled. Because the research and labelling is theory driven, the factors found display high face validity, that is they *"reflect the content of the concept in question"* (Bryman & Cramer, 1992, p. 72). But to ensure this, two other researchers were invited for their own interpretation of the factors and so also added external validity to the factor labels. The factors were then considered for labelling in any other way than that chosen but it was difficult to generate other terms for each need that were not simply paraphrases. The labels

imposed on the factors were therefore thoroughly considered prior to their application to assure reliability and validity.

A number of *marker variables* were included in the investigation that closely reflect the hypothesised underlying factors as recommended by Hair *et al* (1998, p. 98). The variables were designed on the basis of Maslow's descriptions of each need and the findings of previous research into this area. The majority of the marker variables have loaded on the predicted need and so again validates the labels that have been assigned. Marker variables that have not loaded as expected measure the lowest and highest of Maslow's need classifications and so may be explained by the absence of the need or their inappropriateness to the ancillary staff's work situation. As stated before, the lowest form of motivation – physiological, may not be relevant to westernised societies where the welfare system fulfils the most primitive of needs. The marker variable for satisfaction with this need (a good rate of pay) has instead loaded with (but correlates lower than) the safety need marker variable (safe from redundancy). This result can also be considered valid since financial means are necessary to secure shelter and to keep one safe from harm, and is similar to the need to be safe from redundancy as future finances are secured. The absence of a factor close to Maslow's growth need, and thus the alternative measurement for the marker variable, may signify either the lack of the growth in the work role or the inappropriateness of measuring it in the work situation for these staff. The ancillary work role may not offer scope for the growth need to be realised, or the ancillary staff may find self-actualisation outside of work in family or social life. The expected self-actualisation marker variable of promotional prospects has instead loaded with the esteem need marker variable (management relations) and so may not have been an appropriate measure, however this finding would also make sense as a measure of esteem for this work group. Perhaps ancillary staff do not see promotion in their work role as a form of growth or see it as becoming all they can become, but instead it gives them esteem in the regard received from others and the personal achievement.

Further needs have been found that do not contain a marker variable but subject to other methods of validity (including the opinions of other researchers and the face validity of the loadings) can be interpreted as new needs. Each need will now

be considered in measuring the motivation of the NHS ancillary staff according to Maslow's theory of human motivation.

### **Factor one – Esteem Needs**

The loading pattern displayed for Factor 1 is in close correspondence with Maslow's esteem need classification. From the descriptions given by Maslow of esteem needs in the desire for appreciation, recognition, attention, respect and achievement (1943), there is close correspondence with the current measures for the NHS ancillary staff. The marker variable for this need identified in the design of the questionnaire and prior to the factor analysis has also been successful in measuring esteem needs (Management Relations) which helps to validate the label. The degree of satisfaction for the NHS ancillary staff with each item measuring their esteem needs is shown in Chart 5.1 below.

The variable loading most highly on the factor relates to the communication of issues between staff and their managers and supervisors (question 26) with .74752. This question was included in the instrument as a direct measure of Maslow's esteem needs in the regard the sample felt they received from others within the organisation. Very few staff tended to disagree or strongly disagree that such communication between themselves and their superiors was apparent, showing positive signs of esteem. Questions relating to the individuals relations with others in the organisations were also found to measure esteem needs in accountants and engineers by Mitchell and Moudgill (1976) in the '*regard received from others in the organisation*' and again with engineers by Shoura and Singh (1999) who asked '*Do you get respect from others in your job?*', and so helps to validate the nature of this need in the ancillary staff. However Friedlander (1968) found that relations with supervisors, for his sample of professional and managerial staff, measured their love and belongingness needs that included such measures as '*the working relationship I had with my supervisor was very good*' and '*I was working under a supervisor who really knew his job*' (p. 248). This difference may be explained by the status of staff who are involved in Friedlander's research and the current investigation. Perhaps managers and professionals feel on the same level as their supervisors so contact with them does not provide scope for recognition and achievement. Instead their relations offer friendship and



teamwork, which would not be the case for ancillary staff because of the control and performance monitoring aspects of their relationship with managers.

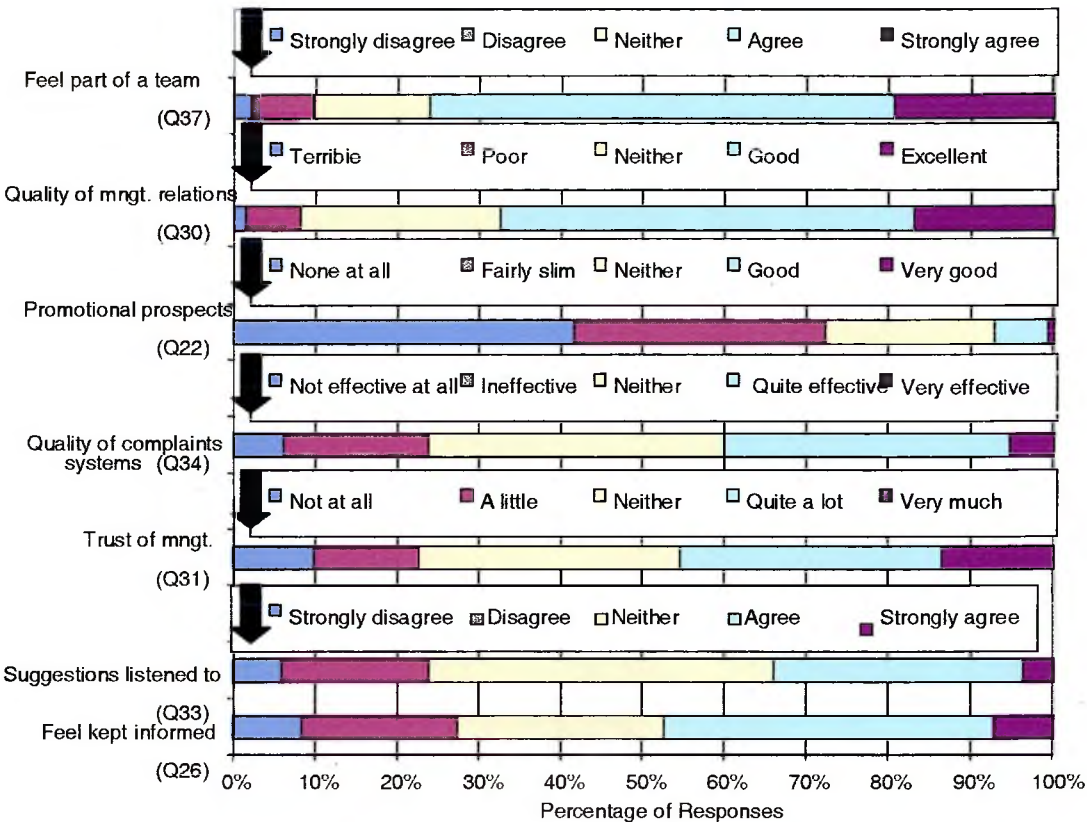


Chart 5.1 Esteem need satisfaction

Question 33 was the second highest loading variable on this factor with .72295 and was also expected to evaluate the esteem needs of the sample. With its referral to the effectiveness of the suggestion opportunities available to the respondents, and the value that their supervisors or managers attached to their suggestion by following them up, measures the attention, recognition and achievement identified by Maslow to characterise esteem need motivation. The majority of the sample responded positively to this question supporting the managers’ regard for staff’s suggestions. To some extent this was measured by Shoura and Singh with their esteem need question ‘Do you ‘feel wanted’ for your professional knowledge and competence?’ (1999, p. 47) that could be expressed for the ancillary staff through opportunities to highlight their knowledge and competence and make a contribution to the service. Porter however found that “the opportunity for participation in the determination of methods and procedures” (1961, p. 3) measured managers autonomy need rather than esteem, as he made a

are the prime mechanism that provides scope for recognition, appreciation and esteem and so meeting Maslow's description rather than Porter's adaptation.

The third variable measuring esteem needs was question 31 with a correlation of .71040. This asked respondents how much they trusted their services' management, and was initially predicted to measure either global satisfaction, love and belongingness or safety needs. However it would appear from this loading that because the item relates to ancillary staff's relations with superiors, as do others on this factor, it measures their motivation for appreciation, recognition and respect. As shown in the chart the highest proportion of staff responded positively to this question in expressing very much or quite a lot of trust for the service management. It is difficult to contrast the result for this item with previous applications however, as the majority have studied managers or professional staff who do not have such frequent and necessary relations with their managers as those lower down the organisational structure, and so may explain why questions of trust have not previously been included. This was of great relevance to the NHS ancillary staff, and so it was valid to include this line of questioning.

The fourth variable to load on this factor with .71011, asked respondents about the effectiveness of the organisation's systems for resolving staff problems (question 34). This was predicted to measure esteem needs in the respect and recognition that is possible from such systems and their effectiveness will reflect also this, and has found to be the case. Few staff considered the complaints systems in their Trust as ineffective so expectantly having a positive impact on their esteem. This result is also compatible with previous findings of esteem needs such as Porter's conceptualisation in managers regarding *"the prestige....inside the company (that is, the regard received from others in the company)"* (p. 3). The quality of the systems that have been introduced for these workers will reflect the regard they receive by the wider organisation. This item was also compatible with Mitchell and Moudgill's social (love and belongingness) need measurement of *"the opportunity for conversation and exchange of ideas with colleagues and co-workers"* that organisational problem solving systems could be considered to do, and may be the case for their engineer participants. However the question did ask the ancillary staff for the effectiveness of the Trust's system for resolving problems that staff have, and so relates more to the relations between staff and the wider organisation than with their co-workers. All the items on this factor so far have

measured these relations in the scope they provide for esteem, therefore it seems logical for this question to appeal to the same rationale.

Question 22 required respondents to evaluate their chances of promotion within their department, and was found to measure their esteem needs with a loading of .68483. This question was primarily included as a marker variable for the growth need of self-actualisation which has been measured by other researchers (Porter, 1961; Mitchell and Moudgill, 1976; Lawler and Suttle, 1972) as the opportunity for personal growth, and often in the workplace this is synonymous with promotion. This result would instead suggest that the interpretation focuses more on the preceding need to self-actualisation – esteem, and suggests that perhaps the growth need is not be a motivator in the work place for these staff. A number of explanations could be given for this absence of self-actualisation in need satisfaction, and they will be given full consideration in this section's summary.

Promotional prospects for the NHS ancillary staff therefore loaded with others measuring motivation for achievement, confidence and capability rather than those reflecting growth which was also found by Berl *et al* (1984) in the esteem needs of salesman. Perhaps this is because these workers are likely to be further down the organisational structure like the ancillary staff than the managers, engineers and accountants previously studied where the ultimate need was measured. The other items loading on this need are more accurately described as esteem needs than self-actualisation and so using promotional prospects as a marker variable for the growth need has shown to be inaccurate. Chart 5.1 shows the limited chances of promotion considered available to the NHS staff within their department with over 70% of respondents considering them to be fairly slim or none at all.

Satisfaction with management relations (question 30) was designed as the marker variable of esteem needs in the prediction that such relations provide the opportunity for recognition, respect, appreciation and achievement for these staff which according to Maslow's descriptions characterised esteem needs. A high loading on this need with .67529 illustrates support for labelling this factor as esteem needs. A very low proportion of the sample rated such relations as poor or terrible, suggesting that good relations exist between staff and their immediate manager. Because other studies have focussed upon managerial or professional

staff, relations with superiors were not considered as a source of motivation and so were not covered. These relations could have potentially measured staff's love and belongingness needs for affiliation and affectionate as was found for Friedlander (1963) for professional and managerial staff, however this result would suggest that there is a more formal association between ancillary staff and their managers that allows appreciation and respect.

The final variable loading on this factor asked respondents whether they felt part of a team (question 37) and although the loading for this result was low (.41969) it can still be considered significant due to the large sample size. Although significant this result was surprising. The question was predicted to evaluate Maslow's love and belongingness need classification and as such load with other items measuring co-worker relations (e.g. questions 38 and 39). Previous studies have included co-worker and team-related questioning in their measurement of love and belongingness or social needs (Shoura & Singh, 1999; Porter, 1961; Payne, 1970; Mitchell & Moudgill, 1974; Berl *et al*, 1984) and none have been included in esteem need measurement. It may be that team working<sup>21</sup> provides the opportunity for strength, capability, feelings of self-worth and appreciation for these workers rather than for affectionate relations and belongingness. A very strong sense of feeling part of a team was apparent for these NHS ancillary staff as shown in Chart 5.1.

## **Factor two – Institutional Safety Need**

The loading pattern for Factor 2 diverts somewhat from Maslow's need classifications. The two variables loading on this factor suggest that the measure is an extension of the safety need but rather than being a measure of personal safety, as Maslow described, the nature of the items indicate institutional safety needs in their reference to trade union (TU) representation. As has been discussed in the justification for the inclusion of these questions, TU today are often joined as a safety measure for the employees in their work role in the collectivist approach they have to workplace terms and conditions. Because the NHS is such a large and fragmented organisation, workers join TUs to make their voice and views heard, so it was valid to include this line of questioning. First to load on this need was question 41 which asked respondents to rate their relations with their

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<sup>21</sup> and they may have included their managers and supervisors in this evaluation

TU representative, with an option for no representation ( $r = .82388$ ). Chart 5.2 shows that the majority of those with a representative had positive relations.

The second item to load asked for the sample to rate the necessity for TU membership in their working industry, and attempted to measure their satisfaction with this demand. It loaded with a correlation of .79844. The staff expressed a high need for TU representation in NHS non-clinical support services which can perhaps be explained by the recent threats to job security and working conditions experienced by staff in these areas from CCT, market testing, issues arising from private finance initiative (PFI) schemes and Trust mergers.

Previous studies did not find a need of this nature, however the majority of them have considered the motivation of very different workers to those in the current investigation. Other studies have primarily been undertaken in the USA, with undergraduates, managers, engineers, accountants or salesman where it is unlikely that collective representation plays such a major role in establishing varying and changeable workplace terms and conditions, as it does for the ancillary staff.

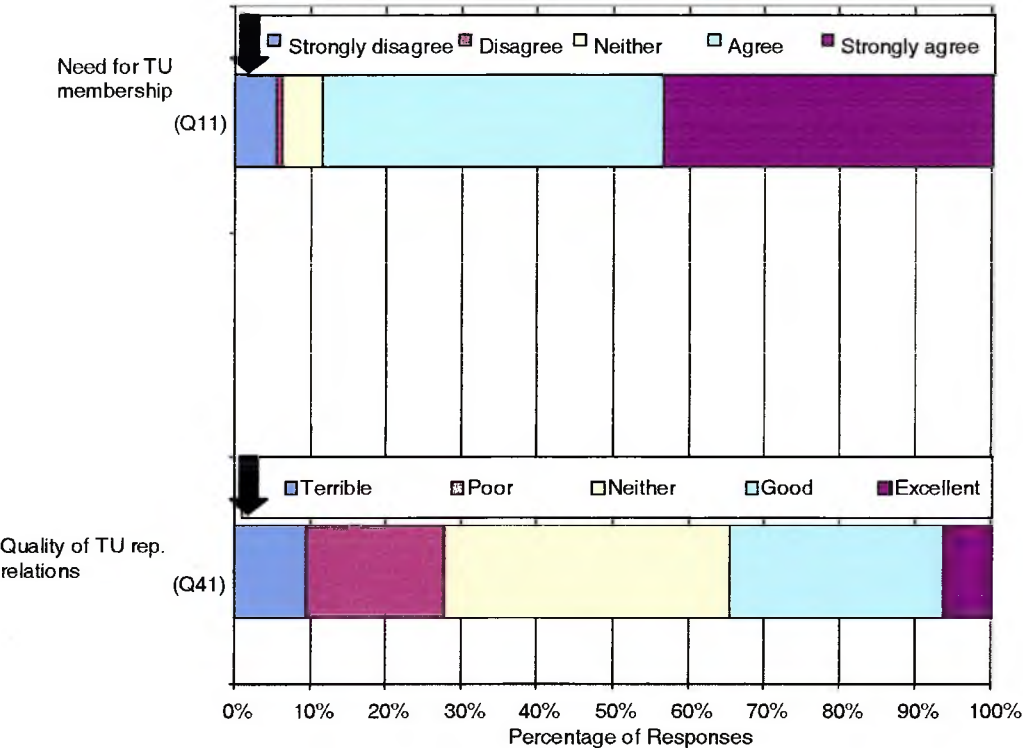


Chart 5.2 Institutional safety need satisfaction

The collective bargaining power of TUs and the support they have shown their non-clinical support staff lends more sustenance to the label of institutional safety than any related to safety, love and belongingness or esteem needs described by Maslow. The TU items represent the collective safety needs of the staff within the institution rather than personal safety needs that have loaded separately characterised by rate of pay and job security. These items are closer to the need for routine, fairness and a sense of being safe from harm through financial means - terms used by Maslow to describe safety needs. Although TUs are like-minded interest groups and can provide a sense of belonging, they do not provide a caring environment that facilitates affectionate relations which is how Maslow described the love and belongingness need. The relationships formed in smaller teams are more likely to facilitate such a loving and belonging environment than large TUs.

Although membership of an organisation/ interest group could also appeal to esteem needs in the prestige, recognition and respect that can accompany them, being a member of a TU will not be a sole source of esteem. TU membership is a fairly small part of their work role, and although shown to be important to the non-clinical ancillary staff it cannot be considered a major source of esteem. It was more appropriate therefore to label items that reflected regular contact with

superiors and the opportunity for recognition as measures of esteem, than this more distanced relationship with the collective interest groups.

The most appropriate label for this need therefore was institutional safety in its relation to TUs.

### **Factor three – Love & Belongingness Needs**

The two variables loading on Factor 3 are in close conformity to Maslow's love and belongingness need which he described as the hunger for love and affectionate relationships, belongingness to a group and caring for others, being accepted by and affiliated with others. The two items that have loaded on this factor were predicted to measure this need, with one designed as the marker variable for the need, which adds validity to the factor labelling. The items measuring the need for good co-worker relations in the industry (question 38) and playing an equal role in the service (question 39) loaded highly together on this factor with  $-.79744$  and  $-.67938$  respectively. The loadings for both items are negative but according to Kim and Mueller

*“the sign itself has no intrinsic meaning, and in no way should it be used to assess the magnitude of the relationship between the variable and the factor.....the different signs simply mean that the variables are related to that factor in opposite directions” (p. 77).*

Chart 5.3 illustrates positive responses to the love and belongingness needs of this sample. 96.7% of the sample believed that good relations with other staff were either essential or important for the smooth running of the NHS non-clinical service; and 86% of the sample agreed that they played an equal role in the functioning of the service. Although a positive outcome is suggested from these variables, the negative sign would imply that they are correlating with the factor in the opposite direction to the remaining factors. It would suggest therefore that the average outcomes from the remaining variables are not as positive as that uncovered with this factor. The latter variable was included as the marker variable for love and belongingness needs as it closely reflected the hypothesised human need. Playing an equal role in the team is considered to provide the opportunity

for belonging to a group, being accepted by others and the scope for affectionate relationships. In the workplace if one did not feel that they contributed equally or were not accepted by others, the sense of love and belongingness would not be strong therefore supporting this item as a measure and an indicator of this need.

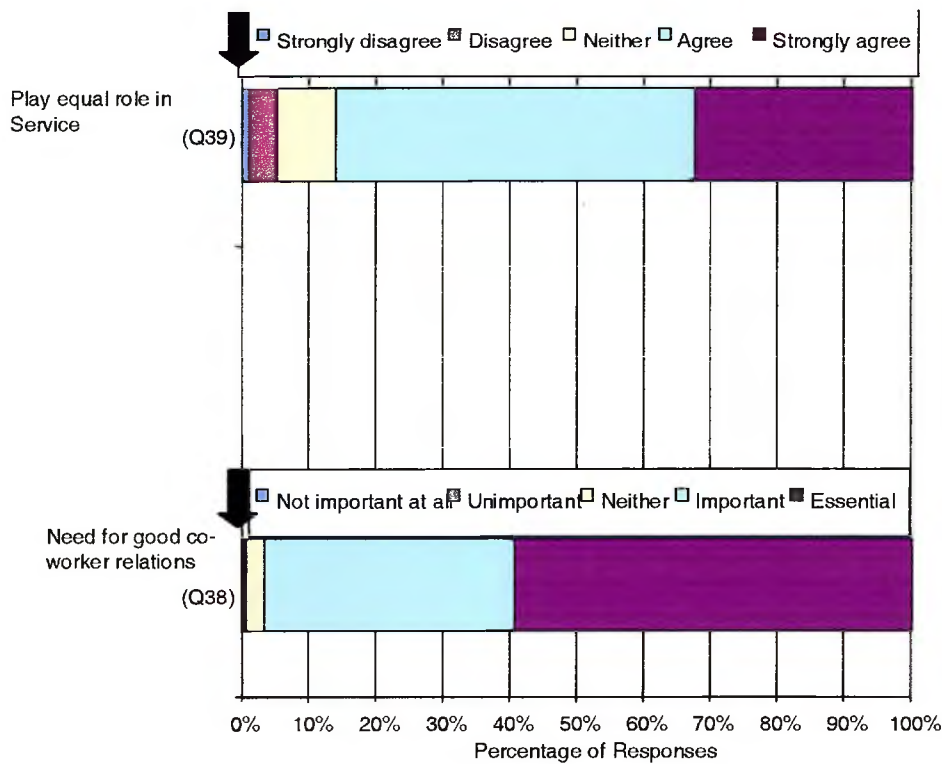


Chart 5.3 Love & belongingness need satisfaction

Items relating to co-worker relations were also found to measure this need in previous studies. Hall and Nougaim's need for affiliation was measured by 'concern over establishing, maintaining or restoring a positive affective relationship with another person or group in the work situation' (1968, p. 18); Porter measured social needs with 'the opportunity... to give help to other people' and 'the opportunity to develop close friendships' (1961, p. 3); Friedlander measured the need with 'the working relationship I had with my co-workers at my level was very good' (1963, p. 248) and Shoura and Singh measured engineers social needs with the questions 'Do you have the opportunity to develop close friendships in this job?', 'Do you have friends in the workplace' and 'Do co-workers help each other' (1999, p. 47). The compatibility between the love and belongingness need measures of the ancillary staff and those of previous investigations of Maslow's model validates the factor and its labelling.



**Factor four – General Need**

Factor 4 consists of items that were included as global measures of need satisfaction. It was predicted that if these variables loaded highly on factors with items designed to evaluate specific needs, such as that shown with general management relations (question 30) loading on esteem needs, then they would strengthen the measurement of the need. However all the remaining global items have loaded on this factor and so suggests that they are not measuring any of Maslow's need classifications. The first item loading on this factor asked the sample whether they would continue to work in their job if they won a large sum of money (question 43 with .74239). Chart 5.4 shows that 56.6% of the sample would not or definitely not continue with their job and only 15.6% would do so, which does give some indication of work dedication however unique the circumstances.

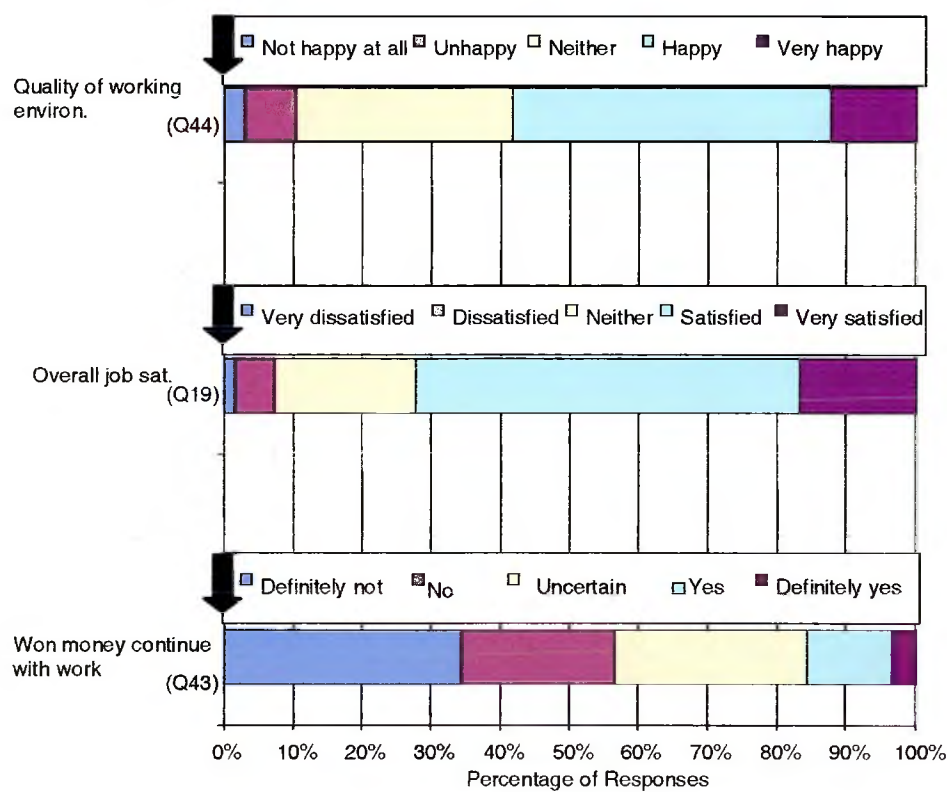


Chart 5.4 General need satisfaction

The second variable to load on this factor asked respondents for their overall level of satisfaction with their job (question 19). Less that 10% of respondents felt

dissatisfied or very dissatisfied with their job which gives a good indication of current satisfaction and allows respondents to consider any item influencing their job satisfaction that may have been missed in the research. This variable has not loaded very highly on this factor, with a correlation of only .56288, but this is above the 0.30 correlation that is considered significant for a sample size of over 1000. The final variable to load on this general need satisfaction factor measured satisfaction with the physical working environment (question 44). Once again this has not loaded very highly on the factor with only .51326, but can still be considered significant. In general, staff tended to be quite happy with their physical working environment. It could be that this item is measuring the aesthetic needs of the individual that Maslow later added to his theory of motivation (1954) for the appreciation of beauty in art and nature, the need for symmetry, balance, order and form. However it is unlikely that any NHS hospital however well decorated and maintained, could meet these needs so labelling this factor 'Aesthetics' would not be appropriate.

Consideration was also given to a 'Commitment to work' label for this factor, but further items would more appropriately measure such a need, and so was not thought to be a valid label. The question regarding winning a sum of money was an extreme situation and may not adequately reflect a worker's commitment to work, which was similarly the case for overall job satisfaction, where a worker may not be happy with one aspect of their job but still consider themselves to be committed to work. The label of 'general need' was therefore considered to be more appropriate.

### **Factor five – Safety need**

The loading pattern displayed for Factor 5 closely fits Maslow's safety need classification. The item displaying the greatest association with the factor is the marker variable, designed as it most closely reflected Maslow's description of the safety need. Respondents were asked for the level of security they felt in their jobs from being made redundant (question 18) and loaded highly with a correlation of .75486. The sense of safety associated with income predictability in modern societies closely reflected Maslow's description of the motivation to be safe from harm, for consistency, routine and stability, and as marker variable it adds validity to the chosen label. Mitchell and Moudgill measured security needs with

“the amount of predictability and order in one’s position” (1976, p. 339) which is also compatible with the item; Porter measured these needs in managers with ‘the feeling of security associated with my position’ (1961, p. 3) and Shoura and Singh measured them in engineers with ‘Do you think you are secure in your job?’ (1999, 47); and so supports the labelling chosen for this factor in the ancillary staff. Satisfaction with job security was measured by Friedlander (1963) in managerial and professional staff, however it did not measure safety motivation but rather love and belongingness needs. The safety needs were not identified as a source of motivation for Friedlander’s staff though. It may be the case that the managerial and professional staff are so secure in their work roles that they regard it as a sense of belonging to the organisation, but this has not shown to be true for the ancillary staff in the government-driven public sector. Chart 5.5 illustrates the degree of uncertainty experienced by the sample with their job. The highest proportion of staff held a neutral sense of safety in their jobs from being made redundant but very few felt safe.

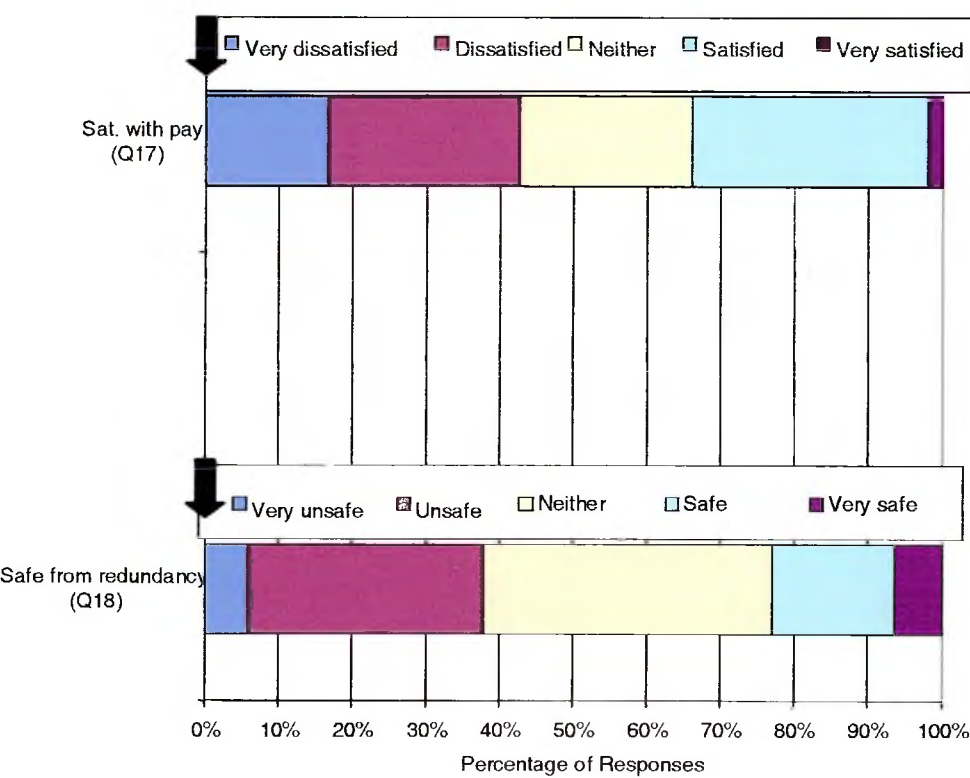


Chart 5.5 Safety need satisfaction

The second and final variable in the loading pattern of this factor asked the staff for their satisfaction with their rate of pay (question 17) and was selected as the marker variable for the most basic of Maslow’s needs - physiological. It was thought that within the work role, the lowest source of motivation that determines

your survival in Western culture, was satisfaction with their financial reward and income. However it was recognised that this may not be considered a source of survival for some because of the existence of welfare systems that guarantee shelter and food. Some previous investigations have used pay to measure the most basic needs (Berl *et al*, 1984, with salesmen) and others ask a more overt questions – ‘*Do you feel all your physical needs are satisfied in your life?*’ (Shoura & Singh, 1999. p. 47) and ‘*I had exceptionally good working conditions and equipment*’ (Friedlander, 1963, p. 248), but for the majority, physiological needs have been deemed irrelevant in the work role (Porter, 1961; Roberts *et al*, 1971; Hall & Nougaim, 1968; Payne, 1970). It would appear that the item’s high loading on this factor with .70511 alongside the safety need marker variable would suggest that pay can instead be considered to motivate the ancillary staff for consistency, predictability and fairness and not for food, drink and shelter as expected. This would suggest that physiological needs are also less relevant to the ancillary worker in their low level work role, but further analysis is needed before this can be established.

A higher proportion of staff were dissatisfied or very dissatisfied with their basic hourly rate of pay than there were satisfied or very satisfied, which implies that the safety needs are currently deprived for the NHS ancillary staff according to the deprivation/domination process of motivation described by Maslow. This dissatisfaction would suggest that safety needs are currently being sought and important, and will be given further consideration in Chapter 11.

### **Factor six – Autonomy needs**

The final factor loading for the NHS ancillary staff is close to a need for autonomy. This need was originally identified by Porter (1961) in his examination of Maslow’s theory of human motivation in managers within the organisational setting, as a distinction from esteem needs. Porter measured this as the need for independent thought, authority, setting goals and involvement in determining methods and procedures. Within this research, items relating to the level of control experienced by staff under their supervisors (question 35) and their satisfaction with this control (question 36) were found to be most closely related to autonomy in the participants’ work role. These items were predicted to measure either the

autonomy need or Maslow's original classification – esteem needs, and so this intention lends support for the label assigned. Satisfaction with control correlated moderately with the factor with .62508 and Chart 5.6 illustrates the dispersion of responses experienced by the sample.

65% of the ancillary staff were satisfied or very satisfied with their supervisory control but 28% of the remainder were very dissatisfied with this level of autonomy. Satisfaction with the control variable loaded higher on this factor than the initial question posed to assess the level of control the sample felt under. This question (35) loaded very low on the factor with a correlation of .49575, however the size of the sample confirms this result is still significant. Perhaps an explanation for these low loadings is the fact that the items are indirect measures of Maslow's esteem need classification, through Porter's autonomy need, rather than a direct measure. The existence of this factor for the NHS ancillary staff would suggest though that Porter was right to distinguish the need for autonomy - for independence and freedom, from Maslow's original esteem need. Further investigations are needed however before this can be established reliably.

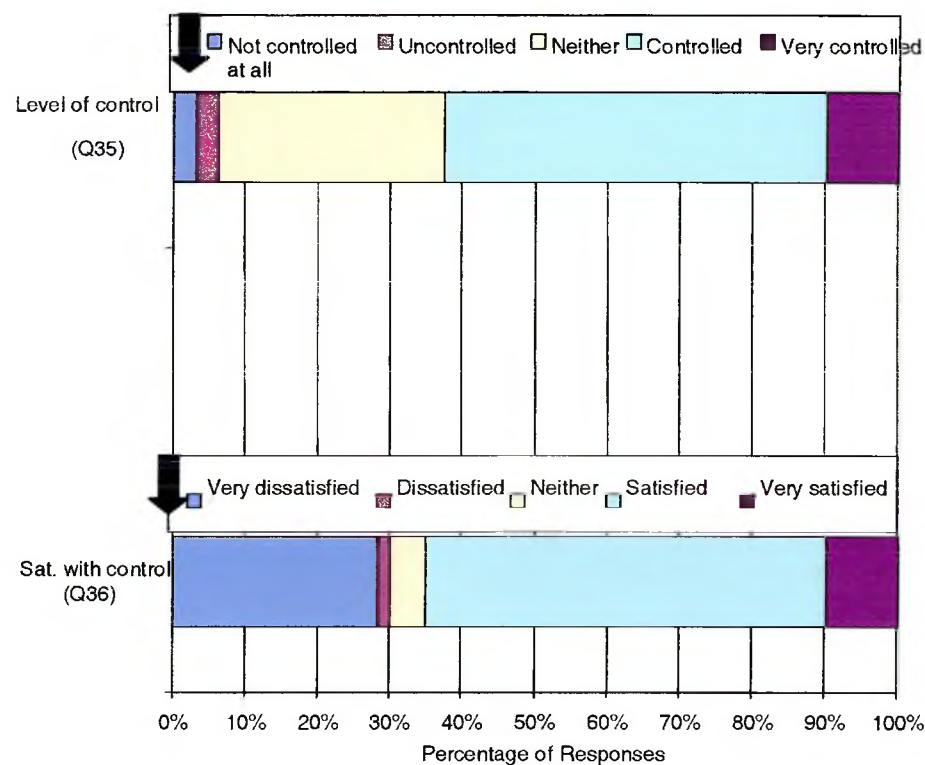


Chart 5.6 Autonomy need satisfaction

## Summary

To summarise, six needs have emerged from the factor analytic investigation of the satisfaction aspects of Maslow's need classifications in ancillary workers. On first glance this does not agree with Maslow's theory of human motivation as he identified only five human needs, and so rejection of Research Question I would follow. However, of the six needs found for these workers, three were in close correspondence to Maslow's need classifications and it turned out that only four of the original needs were actually being researched<sup>22</sup>. Factor or need interpretations were based on the descriptions given by Maslow in his original theory (1943), previous examinations of the theory and the theory-driven marker variables identified prior to the analysis. The three needs in close correspondence to Maslow's needs were:

- ❖ **Safety** – *Within the organisational setting these needs were measured by job security (marker variable) and satisfaction with rate of pay. Satisfaction with these items can be considered to provide predictability, stability and order in the worker's life, and assist with being safe from harm in our economically driven society.*
- ❖ **Love and belongingness** – *Items measuring these needs were associated with relations with immediate co-workers, and established the need for good co-worker relations for the staff and the part they played in delivering the service (marker variable). Relations with co-workers are thought to provide the opportunity for affectionate relationships, a sense of belonging to the team and being accepted by others and as such is an accurate measure of worker's love and belongingness needs.*
- ❖ **Esteem** – *Items measuring this need are considered to be based on opportunities for recognition for ancillary staff such as suggestions being listened to, complaints systems and promotional prospects. Also respect was measured through relations with managers (marker variable), being kept informed and respect from co-workers by feeling part of a team.*

Differences were therefore found from the classifications of human motivation purported by Maslow. Ancillary workers were also found to be motivated by:

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<sup>22</sup> The factor analysis showed that the items predicted to measure physiological needs instead loaded with those close to safety needs.

- ❖ **Autonomy** – Items relating to the level of control the staff experienced from their supervisors were found to measure this need. This is considered to indirectly measure workers' esteem needs in the evaluation that they receive from their superiors and their freedom and independence. Porter distinguished autonomy needs as a form of esteem need in 1961 for his study of managers.
- ❖ **Institutional safety** – Trade union membership and relations formed this need and is considered to represent workers' safety needs in the institution. The focus of trade unions is the collectivist approach to ensuring fairness, security and stability for workers' in the terms and conditions they experience in the workplace. Rather than personal safety, this need is for safety in the institution and workplace at large.
- ❖ **General** – The items measuring this need were overview questions of work motivation, and were originally included as strengthening items for the needs on which they loaded. In forming this factor the items have in effect been rejected as measures of specific human needs.

The most extreme needs were not identified in the NHS ancillary workers even though some items were included in the analysis that were close to Maslow's descriptions of the needs. Physiological needs and self-actualisation failed to emerge in this investigation. It is unsurprising that the lowest, most primitive need has not emerged as its questioning was thought to be redundant for individuals in modern civilisation and particularly those in the financially rewarding workplace. Items designed to measure the growth need, specifically opportunities for promotion and development were found to co vary instead with others that tested esteem.

This could be for a number of reasons. Firstly the absence of the growth need could suggest that it is not currently being satisfied in the NHS ancillary staff, where perhaps the environment is not being created by their managers for such opportunities. This may have since improved following the Government's modernisation drive for the NHS (NHS Plan, 2000) with its acknowledgement of the importance of support services and those delivering this service, which followed after the research was undertaken. Ward Housekeepers have since been introduced that provide further training opportunities, promotional prospects, career structure and involve closer contact with patients and clinical staff, which may provide scope for growth. The absence of self-actualisation may also be

because it is not an appropriate need to measure for the lowly-ranked workers in the organisational structure, as people could be unlikely to achieve ultimate growth from the ancillary role. It may be the case that the non-appearance of each extreme need could also be the result of the inappropriate design of need measures, for example pay was found to be a source of safety motivation rather than at a more primitive level. Maslow did state though that self-actualisation is unlikely to be realised in young people and the concept should be confined to older people (1954, pp. 200-203) perhaps those over the working age. Most employees in a traditional work organisation, and especially those lower down the organisational structure like those used in this study, have limited opportunities to become all one is capable of becoming and for ultimate growth. Since limited scope exists for the majority of the workforce to realise their potential, it would be more surprising if satisfaction of the need was uncovered in these staff. Although the opportunities for self-actualisation are limited in this work role, it is still important to clarify the possibility of the growth need being a motivator.

These results do show support for the appropriateness of three of Maslow's need classifications in describing human motivation. Because physiological needs were found to be unsuitable for the workers in the westernised workplace, only the satisfaction of self-actualisation has not been supported. At this early stage of the investigation it would be irresponsible to support or reject Research Question I regarding the need classifications. Further investigations are needed into the validity and reliability of the need satisfaction of these workers and to the wider public sector.

Firstly however, the remaining results of the questionnaire administered to the NHS ancillary staff should be considered. These questions have been designed to measure the importance of needs to the staff primarily to test Research Question II regarding the process of motivation in the cycle of deprivation-domination-gratification-activation. The results however can be factor analysed and the appropriateness of Maslow's classification of human needs can again be considered in the motivational importance assigned by these workers. Consideration will now be given to the factor analytic investigation on the results provided to the need importance questions as well as the level of importance they assigned to each need.



## ***Need Importance Factor Analysis***

Twenty items were included in the questionnaire to measure the importance of various aspects of the work role to the ancillary staff. Although the importance of various needs was included primarily to test the relationship between needs and consequently Maslow's proposed process of motivation (Research Question II), to do this, items first have to be interpreted in terms of the needs to which they appeal. Factor analysis was again employed to identify the underlying relationships between the variables, which also helped to validate and ascertain the appropriateness of Maslow's classifications of human motivation. For similar reasons as those discussed for the need satisfaction factor analysis, a confirmatory factor analysis was used with oblique rotation and a Delta of 0. As recommended by Hair *et al* (1998) marker variables were also designed for these questions that closely reflect the hypothesised needs. Those selected are detailed in Table 5.2 in this chapter's methodology section.

The results of the factor analysis for need importance can be found in Table 5.4.

Question	Definition	Esteem			
Q14o	Contact with Nurses	.91093	-.10950	.01384	.02192
Q14p	Contact with Doctors	.84140	-.05210	-.08547	-.06102
Q14n	Contact with patients	.81170	-.02632	.04284	-.02751
Q14r	Contact with supervisor's boss	.50027	.16618	-.02180	.13456
Q14q	Contact with supervisor *	.47592	.06919	-.08586	.26212
			<b>Safety</b>		
Q14a	Good rate of pay	-.10389	.73716	.05410	-.01572
Q14b	Good bonus schemes	-.09500	.67086	-.13670	-.15182
Q14h	Job security *	.09361	.58506	.06861	.14827
Q14k	Number of days Annual Leave	.05494	.47786	.05382	.29469
Q14j	Good Pension Scheme	.18943	.38518	-.14858	.08973
			<b>Self-actualisation</b>		
Q14e	Opportunities for multi-skilling	-.03082	-.15068	-.85144	.08740
Q14f	Good training opportunities	-.00497	-.10668	-.82977	.14742
Q14l	Good promotional prospects *	.00774	.09565	-.73283	-.02078
Q14s	Job variety	.18081	.11888	-.46348	.07931
Q14g	Overtime opportunities	.05369	.34350	-.41095	-.26466
			<b>Love &amp; Belongingness</b>		
Q14c	Good relationship with co-workers *	-.05495	.03399	.00853	.77580
Q14m	Friendly atmosphere	-.00265	-.02688	-.13727	.74334
Q14d	Pride in service	.17479	-.04818	-.17683	.50361
Q14i	Good management style	.01608	.21122	-.28377	.39349
					<b>Institutional safety</b>
Q14t	Union representation	.31566	.27147	-.17098	.00881
					-.60722

Table 5.4 NHS need importance pattern matrix \* Successful marker variables

The results of the factor analysis indicate that the importance assigned to the twenty work-related variables can be summarised into five factors. The confidence with which the results can be held is demonstrated by their significance. The items have all loaded significantly on the factors following the 0.30 minimum correlation recommended by Hair *et al* (1998) for a sample size of over 1000. Although some items load much higher than others, even the lowest loading (for the importance of a good pension scheme) has correlated significantly with a coefficient of 0.38.

Once again other researchers with knowledge of Maslow's theory of human motivation were invited to consider labels for the factor analysis results and confirmed those selected, which improves the external validity of the labels. Great consideration has also been given to Maslow's descriptions of each need in labelling the factors and were reflected in the marker variables designed. Alongside all other validity checks of the factor labelling, four of the five marker variables have also been successful.

Although physiological needs were not predicted in this research, a marker variable was still included to explore the plausibility of the needs in the workplace or confirm their superfluity. The importance of a good rate of pay (question 14a) was included for this purpose, but it has instead loaded with the safety need marker variable and other items close to Maslow's description of the safety need. This confirms the need satisfaction results and so suggests that physiological motivation does not exist for these staff in the workplace and instead motivation of the lowest form is for stability, predictability and to be safe from harm.

The marker variable selected to measure safety needs for these staff was the same as that designed for need satisfaction – job security (question 14h). The routine and predictability that this provides as well as the financial security most appropriately reflected the safety need. This marker variable has loaded as predicted.

The love and belongingness need marker variable designed as a close measure of the hypothesised underlying factors was good relations with co-workers (question 14c). The affectionate relations and the sense of being accepted that co-workers

can provide was considered to be a most appropriate measure and has loaded as expected with similar items, which lends face validity to the factor label.

The importance of contact with the workers' supervisor (question 14q) was selected as the marker variable for esteem needs. Contact with those higher up the organisational structure and particularly those directly above you can provide the scope for recognition, respect, prestige and appreciation. This marker variable loaded with other items that could also have the same effect on the worker and so confirmed 'esteem' as the most appropriate labelling for this factor.

As with the need satisfaction items, promotional prospects (question 14l) were predicted to measure the importance of self-actualisation to the ancillary staff. Although this need was not found in the staff's need satisfaction the investigation continued for need importance. Promotional prospects are considered to allow staff to meet their potential and grow in the work role and in need importance this has loaded with other items that are thought to provide the same opportunities. Even though the needs' satisfaction was not found, the factor analysis indicates that the importance of self-actualisation has been found.

Further consideration will now be given to the specific loadings of each factor and the levels of importance that the ancillary staff assigned to each item.

### **Factor one – Esteem needs**

The loading pattern displayed for Factor 1 is in close correspondence with Maslow's esteem need. All the variables loading on this factor concern relations with others in the organisation. Respondents were asked to rate the importance of these relations to test for several of Maslow's need classifications including love and belongingness in the close relationships that can be formed and self-actualisation in the scope for self-fulfilment. However the results would suggest that esteem is measured through social contact with those on other levels of the organisation amongst other things. This contact is considered to allow for a sense of achievement, recognition, appreciation, prestige, respect and feelings of self-worth which are terms used by Maslow (1943) to describe esteem needs. The

variable loading most highly on this factor is 'Contact with Nurses' (q14o) with .91093. This item was predicted, as was the next variable to load on this factor ('Contact with Doctors', q14p with .84140) to measure esteem needs. Previous examinations of Maslow's model have also included measures of esteem that relate to others in the wider organisation. Porter (1961) measured managers esteem needs with *'the regard received from others in the company'* (p. 3) and Shoura and Singh measured esteem in engineers with *'Do you get respect from others in your job?'* (1999, p. 47). The direct contact which workers have with their internal customers (doctors and nurses), and particularly those internal customers that have more widely held prestige in the organisation, are considered to have a direct impact on their esteem. Whether the social interaction between the ancillary staff sample and their customers is favourable or not, it will still have an impact on esteem needs.

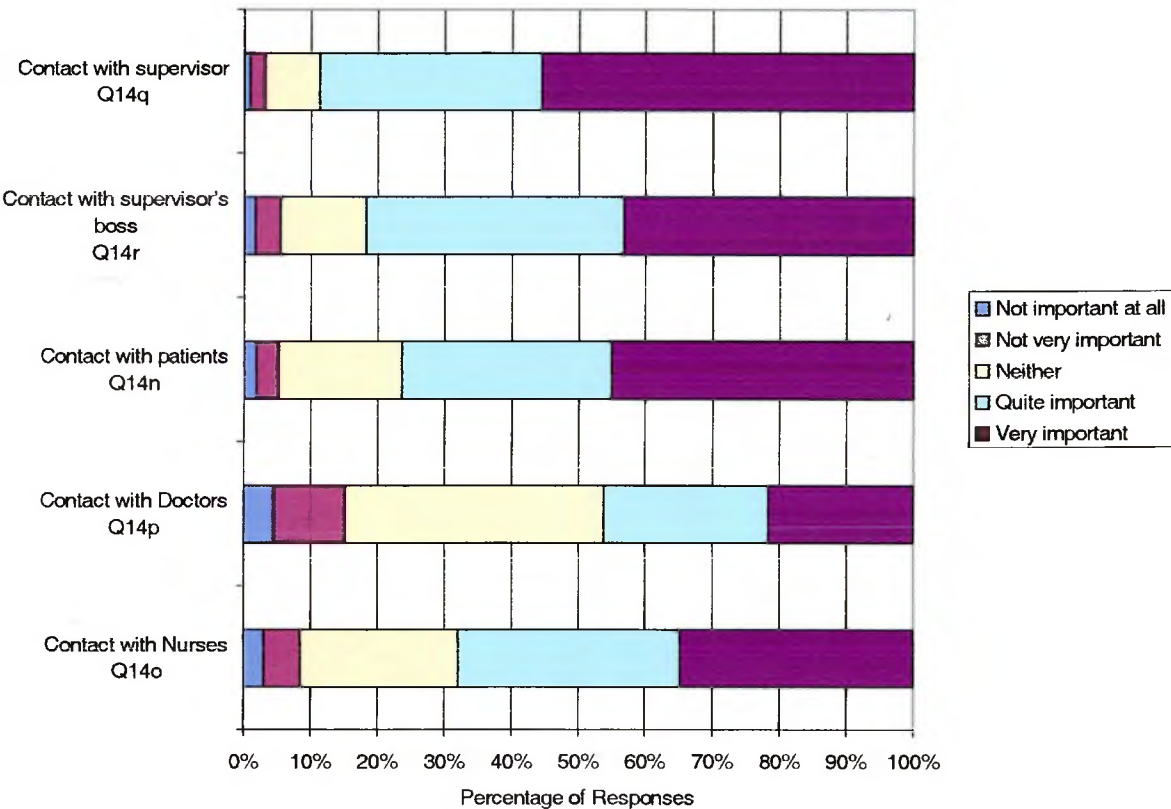


Chart 5.7 NHS Esteem need importance

Chart 5.7 illustrates the average importance assigned to all the esteem need items. More staff rated the contact that they had with nurses as important or very important (67.9%), than did those for contact with doctors (46.2%). It may be the case that contact with nurses is more frequent when the staff visit the wards to

clean, deliver food or transport patients, so the opportunity that this contact allows for esteem is more frequent and thus important. Although doctors also visit the wards, their contact with ancillary staff can be considered less regular resulting in the reduced importance of this social contact. Alternatively it could be that the contact the ancillary staff have had with doctors in the past provided little scope for esteem and so explains why it is of less importance to them.

'Contact with patients' (q14n) was the next variable to load on this factor with .81170. This item was also predicted to measure esteem needs in the feelings of self-worth, appreciation and respect it can provide. Patient care has a positive impact on the individual through feelings of self-worth, but also from others outside the NHS and the patient themselves providing the opportunity for respect and appreciation. The esteem need measure used by Mitchell and Moudgill (1976) of the *'prestige outside the organisation (i.e. regard received from others not in the organisation)'* (p. 339) is close to that received from patient contact as they are customers external to the organisation, as has their further esteem need measure *"the feeling of self-esteem a person gets in one's position"* (p. 339). 76.4% of the ancillary staff rated contact with patients as important or very important, and very few of the remainder considered this with no importance at all, which suggests that this is a high source of esteem for the staff. Also loading on this factor were 'Contact with supervisor's boss' (q14r) and 'Contact with supervisor' (q14q) with .50027 and .47592 respectively. Because the personnel involved in this contact have direct control over the work roles of the sample, it is thought that there is explicit opportunity for achievement, recognition, freedom and prestige for the ancillary staff, which have all been used by Maslow to describe esteem needs (1943). The closeness of these items to the hypothesised esteem need and particularly that relating to the immediate supervisor, was the basis of selection of one of the items as a marker variable. The label's validity is also extended by previous operationalisations of the esteem need shown through its closeness to Mitchell and Moudgill (1976) esteem measure - *"recognition or credit from co-workers when one does a good job"* (p. 339). Chart 5.7 illustrates that greater importance was placed on contact with staff's immediate supervisor (marker variable) than their 'boss' (usually the Service Manager), but both were rated with slightly greater importance than contact with patients. The higher importance of contact with those that can provide achievement, freedom and independence than those that can provide self-worth and self-esteem may characterise the need in the workplace as distinct from personal esteem.

## **Factor two – Safety need**

The variables loading on Factor 2 are close to Maslow's safety need classification, and is validated by the loading of the marker variable. All items loading on this factor are of a financial nature ranging from short-term security to long-term financial security that are needed for safety in modern civilisations. A 'Good rate of pay' (q14a) loaded highest on this factor with .73716 and was predicted to be a measure of physiological needs, but as found in need satisfaction this is considered to motivate at a higher level in the workplace. Because the welfare state provides the basics for survival in modern society such as food, shelter and clothing (physiological needs) financial rewards can be regarded as providing the continuation and stability of these basics and a sense of security and predictability in the world. The question included to measure satisfaction with pay (q17) also loaded on the safety need, which indicates further support for the greater appropriateness of this label than physiological needs. Chart 5.8 illustrates the importance with which NHS ancillary staff rated this source of stability. Almost all the sample (79.3%) rated this as very important, which supports the fundamental and basic nature of this item and thus the need to which it appeals. One's source of income can provide stability in one's wider existence and so can be compared to previous measures of safety needs, such as Hall and Nougaim's (1968) measure in managers: *'the need to feel safe and prepared for anything that might happen, however unexpected. The need to avoid threat'* (p. 18).

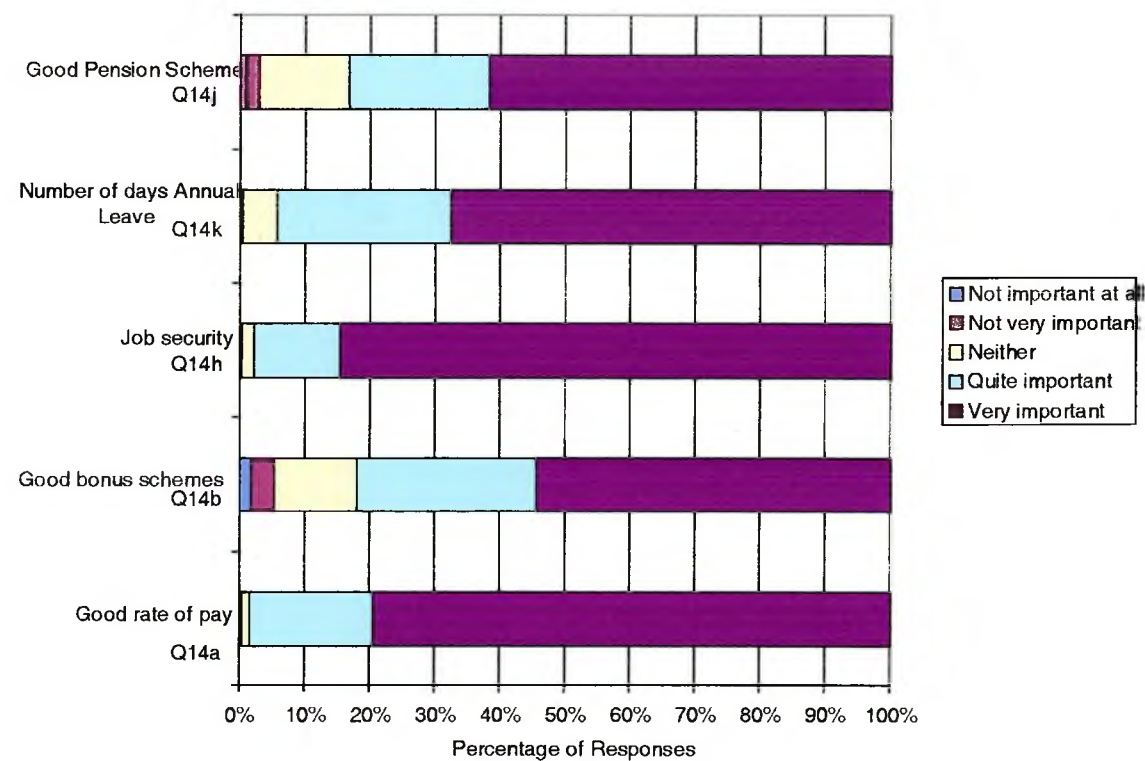


Chart 5.8 NHS Safety need importance

The second variable to load on this factor was the importance of ‘Good bonus schemes’ (q14b) to the respondents. Once again this item was to predicted to measure Maslow's safety need classification, where the additional income achieved through the bonus scheme was viewed as additional financial security. This feature was not as important to the sample as the more direct financial reward, but was still regarded with high importance to the majority (54.3%). The lower importance assigned to this item could be the result of the reduced availability of such schemes to all types of ancillary staff. Further analysis of the data by work group and Trust may indicate the wide variation in importance of bonus schemes and their potential availability. This item was thought to some extent to reflect Hall and Nougaim’s (1968) test of Maslow's esteem need relating to achievement and challenge - *“the need to compete with some challenging standard of excellence, with internal or external”* (p. 18). It was thought that workers may regard bonus schemes as an additional challenge in the work role bringing with it respect and recognition, however this result would suggest that they motivate ancillary staff at a more basic level. They appear to regard bonus schemes in purely financial terms and the stability and predictability that this can bring their life.



Job security (q14h) was the third variable to load on this factor, with .58506. This item was selected as the marker variable for the need because of its closeness to the description given by Maslow of safety needs for consistency, a predictable world, stability, routine and consistency (1943). By loading on this factor with other items that appeal to the same description, the marker variable adds validity to the safety need label. The assessment of job security importance was in direct comparison to the need satisfaction item which asked respondents for the level of security from being made redundant that they felt in their jobs (question 18). Both items were selected as marker variables, and have proved accurate in identifying the safety need in the NHS ancillary staff. A slightly higher proportion of the sample (81.9%) rated job security with great importance than that found for a good rate of pay. As the marker variable this item also reflects previous measures used to test Maslow's safety need, including Mitchell and Moudgill's (1976) *'the amount of predictability and order in one's position'* (p. 339) and Shoura and Singh (1999) measure in engineers *'Do you think you are secure in your job?'* (p. 47).

The 'Number of days Annual Leave' (q14k) was the next item to load with safety needs with .47786. This item can be considered to measure the amount of predictability and order that the work role can offer, but also a sense of fairness and stability in employment terms and conditions. When employees are aware of the number of days annual leave they are entitled, this enables their work and home life to be structured and predictable, thereby contributing towards security and safety. The importance of the number of days Annual Leave was again high as shown in Chart 5.8 with only 0.6% of the sample rating this as not very important or not important at all.

The final item to load on this factor was 'Good Pension Scheme' (q14j) with .38518. Although the loading for this variable was not very high, the size of the sample allows the item to still be considered significant and it has co-varied with other financial based items indicating a relationship between responses. Although the other safety need items consider immediate safety, pension schemes contribute towards long-term financial security for when the working life is complete. In Maslow's description of the need he included stability, predictability and to be safe from harm, which this item can be considered to provide in the worker's future. A pension scheme was not as important as the other safety need measures, but was still rated as very important by 61.6% of the NHS sample. No

other previous examinations of Maslow's model have assessed motivation for pension schemes, however this may not have been an appropriate line of questioning for undergraduates, managers or professionals, whose futures may be more secure. It was valid to include this questioning for the lower level ancillary staff though as they hold their immediate financial stability with such importance it was thought their longer- term stability would also be relevant.

All the financially-based variables that have loaded on this factor are considered to show support for Maslow's description of safety needs and thus have measured their importance amongst the NHS ancillary staff.

### **Factor three – Self-actualisation need**

The third factor resembles the growth need identified by Maslow, which includes the marker variable included for this need. The items clustering on this factor can be regarded as indicating the staff's quest to fulfil themselves in their work role, to become all they can become and actualise what they are potentially. Although this need was found not to be a distinct satisfying factor in these staff, this result would suggest that the need remains motivating. The items have all loaded negatively on this factor suggesting their importance is below average, but as Kim and Mueller (1978) recommended, this had no impact on the validity of the factor.

The first variable to load on this factor was the item 'Opportunities for multi-skilling' (q14e) with  $-.85144$ . This item was predicted to evaluate the self-actualisation needs of the sample in terms of the importance they assign to the opportunity to develop themselves. As with the next variable to load on this factor – 'Good training opportunities' (q14f) with  $-.82977$ , both appealed to several past measures of the ultimate human need in the workplace. Hall and Nougaim (1968) used the category *Personal Development* to measure self-actualisation in "*the desire to become competent, skilful, and effective in areas which are important to the individual and which are job-related, within broad limits*" (p. 18); Friedlander (1963) measured these needs in managerial and professional staff with '*I was getting training and experience on the job that were helping my growth*' (p. 248); and Porter's (1961) measure '*the opportunity for personal growth and development*' (p.3). For this sample, multi-skilling and training opportunities appear to provide

the scope for this desire to be realised. As shown in Chart 5.9 a high proportion of the sample rated such growth opportunities with great importance. 69.8% of the ancillary sample considered multi-skilling opportunities as very or quite important, and more still (81.9%) rated training opportunities with such importance.

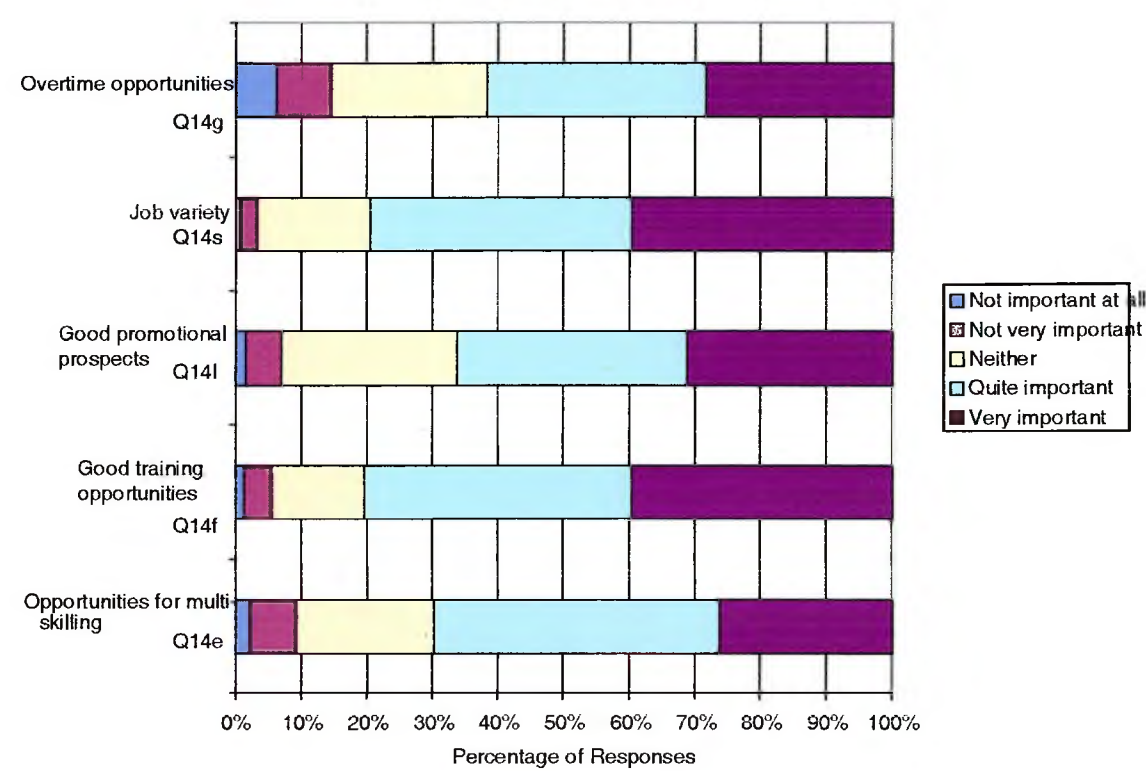


Chart 5.9 NHS Self-actualisation need importance

'Good promotional prospects' (q14l) were next to load on this factor with  $-.73283$  and was designed as the marker variable for these needs. This item was selected for its closeness to the hypothesised need for self-actualisation in measuring the scope for developing oneself, to achieve self-fulfilment in the work role and become what you are potentially. Some previous examinations of Maslow's theory have used promotion to measure esteem needs (for example Berl *et al* (1984) measured salesman's esteem with 'I have a good chance for promotion' and Friedlander (1963) with 'I felt there was a good chance that I'd be promoted') others however have used growth and advancement as measures of self-actualisation (Roberts *et al*, 1971 used 'opportunity to grow professionally' and 'opportunity for advancement'). The growth opportunities that are available to ancillary staff have all loaded together on this factor and as such more closely reflects their self-actualisation than esteem, that for them appear to derive from recognition in the

wider organisation. The opportunity for personal growth and to become all one can become through promotion is fairly important to the staff as 66.2% rated good promotional prospects as important or very important, despite the opportunity being limited as expressed in need satisfaction.

'Job Variety' (q14s) was the next item to load on this variable with -.46348 and was expected to measure this need's importance. This aspect of the work role appealed to Hall and Nougaim's self-actualisation measure of *Stimulation* which addressed "*the need for activity which stimulates curiosity and induces excitement. The need for interesting work, for unique and varied experiences*" (1968, p. 18). Variety within a work role often supplies the opportunity for new and stimulating experiences, which provide scope for people's talents and skills to be realised through widening opportunities and allowing self-actualisation in the work role. This was also considered either important or very important to the majority of NHS ancillary staff (79.4%) which suggests motivation for skill development.

The final item to load on this factor was 'Overtime opportunities' (q14g) with -.41095. This was initially predicted to measure Maslow's safety needs due to the additional finances which working extra hours provide, and in contributing to subsequent financial security. The clustering of this item with other developmental items was therefore somewhat unexpected. Rather than addressing safety needs as predicted, this result would suggest that overtime opportunities instead demonstrate the importance of the growth need. Perhaps overtime provides the chance for developing in the work role, taking on new skills and responsibilities and moving towards becoming self-actualised. The importance of these chances was mediocre with 61.7% of staff rating these as important or very important as shown in Chart 5.9. All the items that have loaded on this factor relate to the development of the individual in the work role and the importance that they assign to this growth. Although the ultimate need for self-actualisation was not found in need satisfaction, the fact that it has been found for need importance would suggest that the need is in fact a source of motivation. Perhaps the need for growth and development exists in the staff but it is not met in the workplace, possibly because of an inadequate environment created by management style or it is instead met outside the work role. Further investigation is needed to confirm this in public sector ancillary workers.

**Factor four – Love and Belongingness need**

The loading pattern displayed for Factor 4 is in close correspondence with Maslow's love and belongingness need classification. Selected as the marker variable for this need, 'Good relationship with co-workers' (q14c) was the item to load highest on this factor with .77580. Because co-worker relations provide the opportunity for affectionate relationships and being accepted by and affiliated with others, this was an exemplar item to convey Maslow's love and belongingness needs. By loading in this way, the item helps to validate the factor and the other items associated with it as measures of love and belongingness needs. Previous measures of Maslow's hierarchy and this particular need have addressed “the opportunity to develop close friendships” (Porter, 1961, p. 3); ‘the working relationships I had with my co-workers at my level was very good’ (Friedlander, 1963, p. 248); ‘Do you have friends in the work place?’ (Shoura and Singh, 1999, p. 47) and “concern over establishing, maintaining, or restoring a positive affective relationship with another person or group in the work situation” (Hall and Nougaim, 1968, p. 18), which also reflect the items loading on this factor. Chart 5.10 illustrates the huge importance to these staff of having good co-worker relations, and thus the importance of love and belongingness needs. 73.5% of the NHS sample rated this feature of the workplace as very important and a further 24.2% as important.

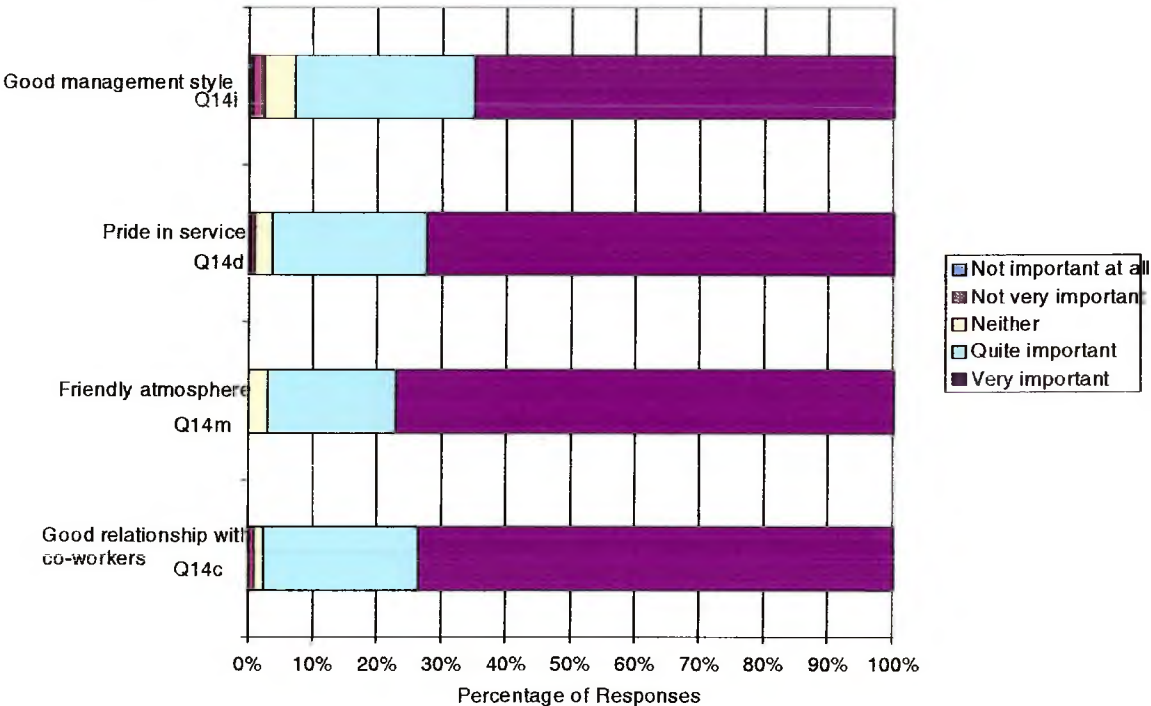


Chart 5.10 NHS Love & Belongingness need importance

The next item to load on this factor was 'Friendly atmosphere' (q14m) with .74334. Again this was originally expected to measure the importance of Maslow's love and belongingness need in its appeal to similar past measures (as outlined above). A friendly atmosphere is considered to provide the environment for love and affectionate relations to form in the workplace, and is also an indication of such relationships. The NHS staff held this with slightly higher importance than good co-worker relations with 77.1% rating this as very important. None of the sample rated this as unimportant which demonstrates the necessity for the love and belongingness need to them.

The next item to load on this factor was 'Pride in Service' (q14d) with .50361. This item was not originally predicted to measure the importance of this particular need, but rather Maslow's esteem need classification in the respect and dignity one associates with performing a task well. With a significant loading this result would suggest that pride in service represents the individual in relation to their co-workers and the team's pride in delivering the service. Hospital ancillary staff generally work in small teams, either in terms of shifts, wards or specialisation, so this item is considered to reflect the importance of a sense of belongingness that the individual has in the team and being affiliated with or accepted by others or what is necessary to achieve this. Team based working practices allow close co-worker relationships to be established, and when one worker feels proud of the job they have performed it impacts upon the team and the other workers that comprise the team. Shoura and Singh's (1999) previous investigation of Maslow's model in engineers assessed their love and belongingness needs with '*do you feel a sense of identity derived from working for the agency?*'. Perhaps this relates to the sense of pride that they have in their position and performance, which then helps validate pride as a measure of these needs. The importance assigned to this item is close to that given to co-worker relations and a friendly atmosphere, with 72.2% of staff rating this as very important.

The last item to load on this factor was 'Good management style' (q14i) with .39349 and as with Pride in Service, this item was not predicted to measure of Maslow's love and belongingness need. Instead it was expected to measure esteem needs due to the contact this entails with superiors and thus the ancillary staff's opportunity for recognition, respect and appreciation. Because the loading is

significant, it would rather indicate that the importance of love and belongingness needs are being measured by management style. Perhaps this result has implications for the particular style of management that the NHS ancillary staff feel is important, one that allows a sense of belonging and affiliation with the service that they provide. Again one of Shoura and Singh's (1999) measures of motivation in engineers closely reflects this result, with their love and belongingness need measure '*does your supervisor provide and foster a sense of belongingness to the employees?*' (p. 47) and the measures used by Friedlander (1963) for managerial and professional staff '*the working relationship I had with my supervisor was very good*' and '*I was working under a supervisor who really knew his job*' (p. 248). This implies that style of management and this result is a valid measure of these needs in the ancillary staff. This was very important to the ancillary staff with the majority of the sample (64.9%) rating this as very important. Since the marker variable loaded as expected on this factor alongside others that appeal to Maslow's need descriptions, there is strong support that this factor measures the importance of the love and belongingness needs.

### **Factor six – Institutional safety need**

The only item to load on the fifth factor in the investigation of need importance to the NHS ancillary staff was 'Union representation' (q14t). Although there is concern over the validity of measuring a need with only one item, the loading has high significance for the size of sample under review (-.60722). This item was expected to measure the personal importance attached to that gathered by the TU related need satisfaction questions (q11 & 41). The need satisfaction questions of this nature were found to cluster upon a factor distinct from Maslow's need classifications that was labelled institutional safety needs rather than personal safety needs. The importance of such relations can also be considered to measure the worker's motivation for safety needs within the wider institution. TUs use a collectivist approach to maintaining and improving the terms and conditions of employment experienced by its members, and so can be regarded as measuring their need for consistency, fairness and predictability in the workplace. As shown in need satisfaction, TU related items have clustered away from other safety need items such as rate of pay, pension scheme and job security and so would once again support it as a distinct type of safety need.



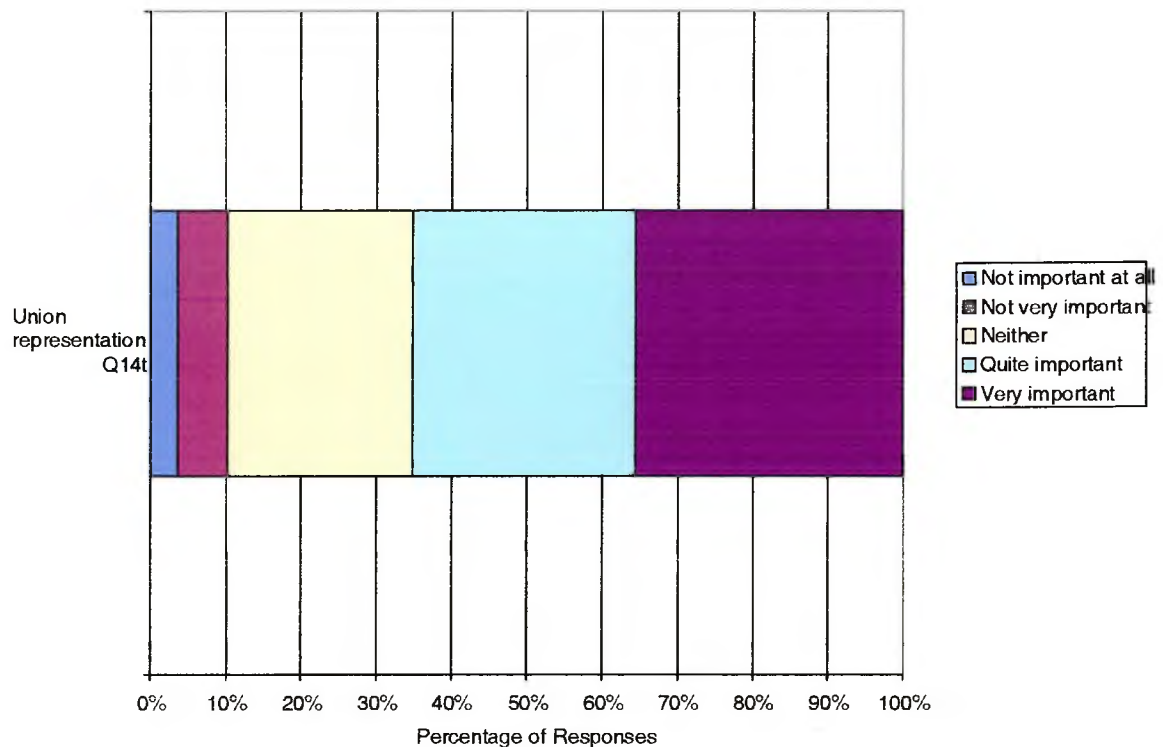


Chart 5.11 NHS Institutional safety need importance

With only one item however, the reliability of the factor is questionable. The argument put forward for continuing with this factor is Kaiser's criterion. The SPSS (Statistical Package for the Social Sciences) package used for factor analysis employs Kaiser's criterion to prevent the inclusion of items loading that explain variance less than a single variable (Bryman and Cramer, 1990, p. 259). Factors explaining less variance than a single variable would therefore be excluded, but this one remains and so must explain the variance of more than a single variable. The importance of Union representation is shown in Chart 5.11. The NHS staff considered TU representation and their subsequent institutional safety with medium importance. 65.1% of the ancillary staff rated this as important or very important, showing the item to be one of the least important to the staff. Only the esteem need item 'Contact with Doctors' and the self-actualisation need item of 'Overtime opportunities' were rated with less importance. Low importance however should indicate high satisfaction.

The importance of all the needs were initially measured separately from need satisfaction to reduce the influence that close questioning proximity could have on responses. In measuring the importance of needs, the process of motivation described by Maslow can also be considered and forms Research Question II of this investigation. But the inclusion of this questioning at this stage of the study



where Research Question I (regarding need classification) is being tested, is one of reliability testing. The needs found in the factor analysis of need importance can be considered to contribute to the testing of need classifications in reconfirming those found in need satisfaction.

## Summary

To summarise the analysis, five needs were found to measure the need importance of NHS ancillary staff compared to six shown for need satisfaction. Four of the five need important factors were in close correspondence to those identified by Maslow in his theory of human motivation. These were:

- ❖ **Safety** – *Similar items to those measuring safety need satisfaction were found in the separate analysis of need importance. Items relating to financial security, both long and short-term, are considered to provide a stable, consistent and predictable world, which is how Maslow described the need. Rate of pay, job security and a good pension scheme will ensure an immediate and longer term sense of stability to provide financial means that in western civilisation can provide shelter and protection from harm.*
- ❖ **Love and belongingness** – *Relationships with others in the workplace measured the need for love, caring, affiliation and affection in the ancillary workers. Items relating to relations with immediate co-workers, belonging to and creating an atmosphere of teamwork measured both the importance of and satisfaction with this need.*
- ❖ **Esteem** – *Items measuring the importance of this need related to contact with others in the organisation, particularly those that can influence the work role. As also shown in need satisfaction, items measuring supervisory and management contact could influence the need for achievement, recognition, appreciation and independence that ancillary workers experience. Contact with customers, including nurses, doctors and particularly patients can contribute to feelings of self-worth and adequacy of being useful to the world, complying with Maslow's descriptions of the esteem need.*
- ❖ **Self-actualisation** – *The importance of development opportunities were measured in this need. Opportunities for training, multi-skilling, variety in acquired skills and promotion, all allow the worker to develop themselves and grow in their work role which is close to the description of self-actualisation given by Maslow and previous applications of the need in the workplace (Porter,*

1961; Mitchell and Moudgill, 1976; Hall and Nougaim, 1968). Only the importance of the need was found since self-actualisation satisfaction was not uncovered. This result gives early indication that self-actualisation is a source of motivation, as the worker's strive for its satisfaction, but further investigation is required (see Chapter 11 where Research Question II is considered). Specific growth need items included in the need satisfaction analysis instead appealed to staff's need for esteem.

The fifth need measured in need importance was also found in the need satisfaction of this sample of public sector ancillary staff, but was distinct from Maslow's classification of human motivation.

- ❖ **Institutional safety** - The importance of TU membership measured the worker's safety needs within the public sector institution. Items relating to this collectivist representation also loaded separately from other need satisfaction items and particularly distinct from those relating to safety motivation. The results' consistency lends reliability to the identification of a new need in the organisational setting for these staff. Further investigation will be needed however to improve the reliability and validity of the need, and is presented in Chapter 7.

Once again the lowest need identified in human motivation by Maslow was not found, supporting the argument that physiological needs are inappropriate to motivation in the workplace. Although some items could have appealed to this need they have rather measured safety motivation, which implies that the need for hunger, thirst and shelter are obsolete in the workplace. Motivation to stabilise or improve these basic needs can be regarded as the lowest source of motivation for employees.

The confirmation of three of Maslow's human need classifications in satisfaction and importance improves the reliability of the results in characterising NHS ancillary staff's motivation. This also lends support to Research Question I regarding the fit of Maslow's classifications of human needs to these workers. Three of the five needs identified by Maslow have been confirmed, and the growth need has been identified as a source of motivation. The confirmation of the new need for institutional safety in both satisfaction and importance is also

encouraging, but requires further investigation in more samples which is reported in Chapter 7 and 9.

In order to validate the support shown for four of Maslow's need classifications (Research Question I) and to study the new institutional safety need further, the next stage of the research was to perform qualitative investigations. The NHS managers supported research in understanding the subjective interpretations that the ancillary staff had of various aspects of their work motivation, and following the recommendation of the author, allowed a phenomenological approach to be taken. Chapter 6 reports the justification for adopting a pluralist methodology, the procedure and the results found to assess the appropriateness of the items included to measure Maslow's need classifications.

## **Chapter six**

### **Research Question I Qualitative Results**

A pluralistic epistemology has been adopted in this investigation with the collection of both objective knowledge and subjective knowledge. The subjective views and opinions of the NHS ancillary staff that were gathered in an objective way using the questionnaire were validated by then collecting first hand experiences of work motivation from a much smaller sample of staff. This chapter details the basis for including a qualitative methodology, its perceived benefits and the procedure undertaken to test Research Question I.

The levels of satisfaction and importance assigned by the ancillary staff to various aspects of their work role were reported back to the NHS managers sponsoring the research in the form of a report and presentation. From the findings and report recommendations, the managers were then interested in understanding what motivated some staff more than others, why this happened and how this could be built upon in the work setting. The author proposed a phenomenological approach to uncover further views, opinions and ideas from the ancillary staff about their motivation, which the clients chose to sponsor. This approach would allow first hand subjective data to be gathered from the ancillary staff in an alternative yet complementary way to the questionnaire and provide the opportunity for valuable and interesting areas to be probed as they arose.

The main focus of this stage for the NHS managers therefore was to understand the practical differences in the ancillary staff's motivation, and these results were again fed back to them in the form of a report (Smith and Clark, 1999) and presentation (Appendix 1). The inclusion of this stage however was also beneficial to the current investigation of Maslow's model as it provided the opportunity to validate the lines of questioning used in the questionnaire and consequently the sources of motivation uncovered in the previous stage.

As previously discussed in Chapters 2 and 4, the humanistic approach in psychology would emphasise more phenomenological methods to capture the experiences and interpretations of the individual. These approaches attempt to

understand and interpret feelings and actions through reflections and thought processes and so require the subjective involvement of the individual and researcher. It is valuable for this approach to be sponsored at all within the investigation considering the preference of the key stakeholders for objective, explicit, reliable and comparable knowledge for use within the Forum. But since the NHS FM managers were encouraged to understand their staff's motivation further, it provided the opportunity to recommend an alternative approach to that already used and one that would provide complementary data to that previously gathered.

Ideally, a phenomenological approach would have been adopted at the beginning of the investigation to conceptualise the nature of the ancillary staff's motivation according to the individuals themselves, and assist with the development of valid measures for use in the questionnaire. However the research sponsors first wanted to be able to compare the motivation of a large proportion of their staff with others in a form that they valued and understood (objective knowledge). This first stage had to be met before they were able to justify sponsoring any further work in the area, and it was important to meet their needs in the practical field to be able to secure a sample for all stages of the research. It was possible to confidently operationalise the needs for the questionnaire using Maslow's descriptions, previous studies and the knowledge of the NHS FM managers, so this preference of the clients did not particularly hinder the research.

For this second part of the investigation, the NHS FM managers guaranteed access to groups of their staff and released them from their duties to participate in the research, which was an important element to maintain since this would encourage more representative results. The sponsors again wanted an applied understanding of their staff's motivation to the workplace setting for it to be of greatest benefit, so additional areas had to be considered in the research process. However, there was sufficient scope in the qualitative research to validate the nature and findings of the research's main data gathering instrument as well as consider theoretical implications.

There are a number of qualitative methodologies that could have been employed for this stage of the research, although some were more appropriate than others given the time, financial and client constraints of undertaking a sponsored piece of research. The meanings, concepts, definitions and symbols that the ancillary staff attached to various aspects of their work role could have been studied using

methods such as observation or one-to-one structured or unstructured interviews. Although these alternatives have been considered (Appendix 11) each has drawbacks due to the nature of this investigation and so eliminated them from selection.

The interview method was most conducive with the needs of the research sponsors as well as providing the scope for validating the motivation of ancillary staff. The positivistic preference of both the clients and to some extent the researcher has unquestionably influenced the qualitative methodology chosen for this stage of the research. The comparative format that interviews allow on subjective opinions, thoughts and ideas met the preference of the key stakeholders for comparable data, evidenced through their greater necessity for a questionnaire. However one-to-one interviewing could not fulfil the further positivistic preference for a large sample that would help improve the reliability and generalisability of the findings, since there was insufficient funding to interview many ancillary staff at many Trusts on an individual basis. Interviewing more than one member of staff at once at a Trust would overcome this issue, so the focus group methodology was considered the most appropriate approach to recommend to the sponsors. This was subsequently supported and selected for the second stage of the research.

## ***Method***

In 1999 members of the NHS FM Research Forum sponsored a series of focus groups with their ancillary staff at the recommendation of the author.

This method has been described as

*“a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment” (Krueger, 1994, p.6)*

and for this part of the research the defined area of interest was work motivation and the perceptions of NHS ancillary staff on this issue were gathered. The technique has many advantages in meeting the needs of the investigation and those of the clients and so was chosen for several reasons.

Firstly, the thoughts, opinions and views of the ancillary staff that are gathered first hand from participants in focus groups will complement those collected in a quantitative form using the questionnaire, since the same areas are considered in more than one way. The use of both methods allows the same research problem to be examined in more depth, thereby introducing greater confidence in the investigations. Should the results uncovered at this stage of the research regarding motivational constructs complement those found in the questionnaire, then validity will be added to the areas of working life covered in the questionnaire that have now determined each need's character, and subsequent support for several of Maslow's need classification. Any major source of motivation arising during the focus groups, that has been missed from the questionnaire, will be added for the final data gathering stage of the investigation with HE ancillary staff. From this, quantitative data reliability will be established, as will the conclusions that the data suggests.

Often the use of focus groups is recommended at the beginning of an investigation, for example

*"Focus groups can be used in the early stages of research as exploratory mechanisms to develop lines of enquiry and generate theory for research and questionnaire design"*

(McDougall, 1999, p. 48).

However, the method has also been recognised as a useful tool to use after quantitative data has been gathered to allow further insight into meaning and interpretation (Morgan, 1997; McDougall, 1999) which is the case for the current investigation. By involving research participants in exploring the concepts further the interpretations assigned by the researcher can also be validated. Any misinterpretations identified can be rectified before the questionnaire is re-run with a further sample of public sector ancillary staff to establish reliability.

## **Sample**

The participants for this aspect of the research were once again selected from the NHS Trusts that comprise FMGC's NHS Forum. Focus groups were conducted with groups of ancillary staff across five NHS Trusts of the thirty that comprise the

Forum (16.6%). The Trusts invited to participate in this stage of the research were selected according to the level of motivation uncovered in the questionnaire stage. Those displaying high and low levels of work motivation were approached to allow more scope for uncovering work motivators and de-motivators. This was an advantage of using the qualitative methodology after the questionnaire even though the approach was not ideal.

Krueger (1994) described focus group samples as being

*“characterised by homogeneity but with sufficient variation among participants to allow for contrasting opinions. Most commonly, homogeneity is sought in terms of occupation, past use of a programme or service, educational level, age, gender, education or family characteristics” (p. 77).*

For this research, occupation was the source of the groups' homogeneity. The type of work roles represented in the focus groups were the traditional ancillary roles of catering, domestic and portering staff as well as those who occupied new multiskilled ancillary roles that combined these skills such as ward assistants and ward hostesses.

The gender of those comprising the samples should also be considered when selecting focus group participants. Krueger (1994) suggested that

*“at times it is unwise to mix gender in focus groups, particularly if the topic of discussion is experienced differently by each sex” (p. 78).*

Although this was considered in the samples selected, mixed-sex focus groups were arranged. The aim of this stage of the research was to collect information on the experiences of NHS ancillary staff regardless of their gender. Questions related to their work roles in their particular industry so the impact of gender on the nature of these roles was considered less relevant. The practicality of arranging single-sex group interviews with each group of ancillary staff also had to be considered. For example it would be difficult to have a reliable focus group with only female porters since this tends to be a male dominated profession in NHS Trusts, and likewise with male domestics. So, for practical reasons, the focus groups were arranged with male and female staff according to their work groups.



It is considered unlikely that such a composition would have a detrimental effect on the views expressed, since all of the staff are exposed to the same sources of motivation which is the focus of the discussion.

The number invited to participate in the focus groups was based on that suggested by Cote-Arsenault & Morrison-Beedy (1999). They argued that the

*“suggested size of effective focus groups is 6 to 12 participants”*  
(p. 281).

The minimum number of participants suggested was requested to Trusts. The main reasons for this were the practicability for a novice facilitator in controlling the interview; ensuring participants felt comfortable in sharing their thoughts and ideas; and the likelihood of achieving a greater sample size of staff performing shift work.

As with the previous stages of the research, the contact point at the Trust was approached and requested to invite six or seven of the appropriate staff to participate in the research. Although Trusts were themselves self-selectors as members of the Forum, the researcher invited specific Trusts to randomly select ancillary participants for the focus groups and so avoided any researcher bias in the samples selected. The Trusts as sponsors of, and self-selectors to participate in, the research were also more likely to comply with the request to occupy some of their staff's work time for the focus group to be undertaken and so most importantly secured a sample for this validation stage.

Managers were recommended to gather volunteers for the focus group, some advertised this on noticeboards others chose ancillary staff who were available. The sample through this process were again self-selectors, but their willingness and availability to discuss the area was considered of paramount importance. McDougall (1999) found a weakness of focus groups in sample selection, in that there

*“could be a possibility that selection of the group could be based on suitability rather than representativeness, which would affect the validity of the research”* (p. 49).

Although this is accepted, every effort was made to brief the contact points at the Trusts of the ancillary staff needed and for them to seek volunteers or randomly select those available and appropriate.

The views of 35 participants were gathered using five focus groups, giving an average of 7 participants per focus group. The requested sample size was not met however by all the focus groups conducted. In two of the groups, only 2 participants were involved. At one of them low attendance was a result of the nature of the Trust (a small Community) and the work role requested (porters). A limited number of porters were necessary for that function at this particular Trust, and the number that participated in the focus group represented 50% of this type of staff employed. For the second, poor recruitment was due to an oversight by the Trust and the researcher. Cote-Arsenault and Morrison-Beedy (1999) proposed that

*“it is important to call all participants the day before to confirm attendance and determine if they will be bringing additional members with them” (p. 281)*

but this was neglected by the researcher as it was one of the early interviews undertaken and as a result the participating Trust overlooked the scheduled focus group. The sample then had to be produced out of availability. This was an important lesson learnt by the researcher for the future focus groups conducted. In the remaining group interviews, one consisted of only 4 participants, and was the result of limited availability of the appropriate staff; and the remaining two recruited 7 participants. The small size of some of the samples made it difficult to identify a pattern relating to the high and low levels of motivation, the basis on which they were originally chosen. The validation of the nature of motivation in the ancillary staff however could still be undertaken, and the procedure for this stage will now be considered.

## **Procedure**

A facilitator and moderator were present at each focus group and a tape recorder and field notes were used to record the results of the focus groups. The moderator was responsible for overseeing the taping of the session, which allowed the facilitator to concentrate on conducting the focus group and giving full attention

to the participants. Krueger (1994) has advocated the use of tape recorders as *"invaluable for focus group interviews"* with which I agree, as it would be impossible to note all responses and react to them in the questioning schedule at the same time. Participants were informed of the presence of the tape recorder, and no objections were made. They were also assured that the responses they gave would remain confidential which hopefully lifted barriers for staff to discuss their feelings towards managers, supervisors and the wider organisation and particularly if they were currently involved in political issues such as a Trust merger or competitive tendering.

Five focus groups were conducted in order to gain thoughts, ideas and views on motivation of a representative number of staff and adhered to the advice given from previous users of this methodology. McDougall (1999) suggested that

*"the principle is that focus groups should continue to be run until a clear pattern emerges and subsequent focus groups repeat information"* (p. 49).

Issues began to be repeated at this number and so qualitative data gathering ceased. Representativeness and reliability were important elements to maintain for the sponsoring managers because of their preference for more objective knowledge grounded in the background of the FM profession (surveying, engineering and property), as well as a characteristic preference of the Western manager (Hannabuss, 2001). These elements were also achieved within the time and financial constraints of undertaking a sponsored piece of research, which was a further benefit of using the focus group methodology.

## **Question Design**

The questions used for the focus groups were practical and relevant to the sample. Questions that directly addressed Maslow's theory of motivation were considered, but their limited appropriateness to the sample was likely to affect responses and in the same vein had been excluded from the questionnaire. The design and use of questions in the mindset of the participants, particularly areas relevant to the work role and opportunities available to them, were considered more appropriate and assumed to gain a greater and more valid response. As recommended by

Cote-Arsenault & Morrison-Beedy (1999) twelve questions were asked of the participants (p. 281) that were of course open-ended and designed with slight wording variation according to participant's multiskilled abilities. For example those in traditional roles were asked:

*Would you like to be multiskilled, say as a ward assistant, as in other Trusts?*

and multiskilled staff were asked:

*Do you prefer being multiskilled?*

The topic areas covered were the same for multiskilled and non-multiskilled staff so there was equal opportunity to address the same issues and test the appropriateness of the questionnaire areas that were included to measure Maslow's needs. Along with the questions were prompts for use by the facilitator, and a copy of those used can be found in Appendix 12. The questioning sequence went from very broad to specific with summing up questions to finish. This sequence has been recommended by Krueger (1994)

*"arrange questions in a focussed sequence that seems logical to participants – go from general to specific" (p. 65-69).*

Broad areas to start the focus groups looked at likes and dislikes of the job, which then became more specific including satisfaction with job variety, multi-skilling opportunities, supervisor and organisational relations. To end the focus group, participants were asked to name five or more aspects of their job that were most important to them which they then had to work as a group to arrange in their order of importance. This question allowed participants to include any area that the questioning or questionnaire may have missed, but was also included to help validate the nature of participants' need importance. The questions used in the focus groups provided the opportunity to examine the relevance of particular aspects of the work role to the ancillary staff. The intensity or frequency of responses given, either positive or negative, suggests that an area of the work role was an appropriate line of questioning and will help to validate those used in the questionnaire.

A questioning agenda was drawn up for the participants' information. The areas to be covered during the focus group were listed, laminated and then distributed to participants at the beginning of the interview (see Appendix 13). The objective of this was to set the participants at ease by informing them of what to expect over the forthcoming hour-long interview. With the participants feeling relaxed it was hoped that more in-depth responses would be provided.

## ***Analysis & Results***

The facilitator transcribed the focus groups using the tape recordings (Appendix 14) and added depth to the responses with the field notes taken. There are several ways to analyse the qualitative data that focus groups produce that essentially deconstruct the utterances made. One approach is discourse analysis that analyses the language used by the participants and how the different types of language flow together, within the participant's frames of reference. Another approach is grounded theory, which, using a process of open coding over a series of stages, explores an original research area to inductively develop a new theory. Although these alternatives have been considered (Appendix 15) they do not fulfil the aims of including this stage, which is to explore ancillary staff's sources of motivation that are explicitly expressed and to deductively contribute to an existing theory.

A further approach to analysing qualitative data is content analysis. With this approach the views and opinions about phenomena verbally expressed by individuals are systematically compressed into fewer content categories following an explicit and strict coding rule. This is an essentially quantitative technique as it is based on a tally of occurrences of particular words, themes, or concepts, and so suits the positivist preference of the research sponsors and to some extent the researcher. Using this explicit information, patterns, themes and issues for comparison can be identified. Some, more phenomenological, researchers argue that this approach is too reductionist in nature by disregarding the context in which views are expressed through a simple word count. However others, such as Berg (1998) suggest that this approach merely provides a means of handling data by identifying, organising and retrieving textual elements (p. 225).

There are two types of content analysis: conceptual analysis and relational analysis. The former establishes the existence and frequency of concepts

represented in words and phrases and the latter goes further by examining the relationship among the concepts. For this investigation the most appropriate choice of concept analysis would be the conceptual approach, given the confirmatory nature of this stage. The objective of questioning the ancillary staff first hand is to explore their motivation further and establish the validity of the questionnaire used in the previous stage. The interest is therefore in the types of motivational concepts that staff make reference to and the number of times that they appear, as this will establish their reliability and prominence. There would be little value therefore in considering the relationship between the concepts used by the staff at this stage, as it would not add to the testing of Research Question I. This may be useful for exploring Research Question II but it would be difficult to learn and apply both types of content analysis to the data given the research constraints.

Analysis of the views of the ancillary staff at the five Trusts had to also be in such a format from which managers at other Trusts could learn. The subjective thoughts and feelings that the ancillary staff expressed, therefore, were better to be analysed in a positivistic way, meeting the FM managers' and researcher's need for reliability and ability to generalise the findings. Hence there is greater sympathy for the quantitative data that conceptual analysis produces.

The coding units used in content analysis can either emerge in a preliminary examination of the data or be established prior to the analysis based on a theory. Because this investigation is model driven, and this stage has been included to examine the relevance of Maslow's need classifications, *a priori* coding is the most appropriate approach to use.

The coding units used for this stage are the items included in the questionnaire to assess the ancillary staff's motivation. Support for these items as sources of motivation will be established if the ancillary staff make reference to them with a degree of intensity when asked broad questions about satisfaction at work, but note will also be taken of further sources mentioned. Coding will be undertaken at the phrase level or sets of words as they match the items included in the questionnaire, although synonyms and euphemisms for these phrases will also be considered because of the stylistic inequality of comparing written language with spoken. It would be inappropriate to solely focus on a single word to summarise a

source of motivation as conversational reference to a 'theme' may vary so much that it would not be captured in analysis. For example, a theme such as 'safe from redundancy' could be described in any number of ways both positively (e.g. secure, job for life, always needed) and negatively (e.g. getting sacked, for the push, marching orders, getting your P45). In order to make valid references from this conceptual analysis of words and phrases, the classification procedure needs to be consistent and reliable so a set of explicit recording units has been formulated. Table 6.1 below represents the coding units used for each item in the questionnaire displayed according to the need they were found to measure.

<b>Safety Need</b>	<b>Synonyms/ Euphemisms</b>
Safe from redundancy/ Job security	Job security, secure, permanent, uncertainty of short term contract, laid off, let you go, marching orders, reliable employer, made redundant, jobs in jeopardy, cut backs.
Sat. with pay/ Good rate of pay	Money, payment, get paid, increment, wages, pay rise, standard/ basic rate, night rate, weekend rate, holiday pay, sick pay, financial reward
Good bonus schemes	Extra money, incentives.
Number of days Annual Leave	Holidays, religious days, lieu days, number of days off.
Good Pension Scheme	Pensions.
<b>Institutional safety</b>	
TU rep. Relations/ Need for TU membership/ Union representation	In a Union Representation
<b>Love &amp; belongingness</b>	
Need for good co-worker relations /Good relationship with co-workers	The girls, the lads, get on with co-workers, letting others down, loyalty, company, colleagues, socialise with them.
Equal role in the Service	Treated equal, play a part, equal contribution, help each other, others relying on you, do your bit.
Friendly atmosphere	Friendship, have a laugh, joking around, friendliness.
Pride in service	Pride in job, quality of your work, achieving something, do your best, done a good job, ownership of ward, not getting complaints.
Good management style	Understanding, approachable, not frightening, personal, accommodating.
<b>Esteem Need</b>	
Kept informed	Informed, given information, communication, make known, notified, tell, updated, meeting, reported, advised, briefed, newsletters, kept up-to-date, told what's going on, kept in the picture, in the dark, none the wiser.

Suggestions listened to	Have your say, ideas put forward, asked for opinions, listened to, responsive, award schemes.
Trust of mngt.	Believe what they say, truthful.
Complaints systems	Problems, procedures, solutions, sort them out, moan, appropriate channels.
Mngt. Relations	Let you know you're doing something right or wrong, fair, straight, there for you, open door policy, back you up.
Part of a team	Teamwork, work as a team.
Contact with Nurses	Nurses, ward staff, sister.
Contact with Doctors	Doctors, physicians, consultants.
Contact with patients	Patients, helping people get better, elderly.
Contact with supervisor's boss	Superior, assistant manager, manager, suit-wearers, big boss, Hotel Services.
Contact with supervisor	Team leader, Co-ordinator.
<b>Autonomy</b>	
Sat. with control/ Level of control	Monitored, being watched, watching us, do what we like, checking what we do, inspect, left to get on with it, no one bossing you about, make own decisions, own responsibility, challenging.
<b>Self-actualisation</b>	
Opportunities for multi-skilling	Skills mixed, housekeepers, trained in domestic, catering, laundry, portering, trained in all areas, learn another skill, jack of all trades.
Good training opportunities	Training, courses, NVQs, Level 1, Level 2, Level 3, qualification, City & Guilds, certificate, assessment, learning new things, college.
Promotional prospects	Work your way up.
Job variety	Variety of things to do, variety of tasks, mixture, combination, something different all the time, do everything, different jobs.
Overtime opportunities	Extra hours, working extra.
<b>General</b>	
Won money	
Overall job sat.	Enjoy the work, morale.
Working environ.	Décor, wall colour, temperature, staff room.

Table 6.1 Coding units

The frequency with which each coding unit is mentioned will be recorded from the interviews. A tally will be added when each unit is referred to in a sentence and every time an individual makes reference to this. So even when agreement is expressed with a coding unit, then this is also counted. For example:

- E: You get to know the patients a lot better as well don't you
- F: Yeah more patient care
- G: Cause when we're off the patient sometimes asks whether we're



poorly or if we're on holiday, you know they get to know where we are because they get to know us.

With this example, Esteem needs' 'contact with patient' would have a tally of 3, because it has been mentioned 3 times. It does not matter that 3 different people referred to the code, in this process the frequency with which the codes have been mentioned are of interest not who mentioned them. For example if E had reiterated their view of patient contact instead of G a tally of 3 would still be recorded. This approach will be consistent across the analysis of the transcripts. The quantitative data that will be produced from this analysis will help to establish the reliability of the sources of motivation included in the questionnaire and the extent of their validity to the ancillary worker.

At the end of the focus group interviews, the ancillary staff were asked to list at least five aspects of their job that were most important to them and then order them as a group in descending importance. The inclusion of this line of questioning was again to validate those areas included in the questionnaire.

The above coding units have been applied to the interview transcripts to establish their appropriateness and note taken of areas that were mentioned but not covered in the questionnaire. The frequency with which each area was mentioned in the focus groups, any additional areas and those cited as most important to the ancillary staff are shown in Table 6.2 below.

	<i>FG1</i> <i>(n=4)</i> <i>Freq.</i>	<i>FG2</i> <i>(n=2)</i> <i>Freq.</i>	<i>FG3</i> <i>(n=7)</i> <i>Freq.</i>	<i>FG4</i> <i>(n=2)</i> <i>Freq.</i>	<i>FG5</i> <i>(n=7)</i> <i>Freq.</i>
<b><i>Safety Need</i></b>					
Job security	6 ✓ (7 <sup>th</sup> )	15	5 ✓ (1 <sup>st</sup> )	16	5
Pay	8 ✓ (6 <sup>th</sup> )	10 ✓ (4 <sup>th</sup> )	7 ✓ (5 <sup>th</sup> )	36 ✓ (1 <sup>st</sup> )	19 ✓ (2 <sup>nd</sup> )
Bonus schemes	7	0	0	2	0
Annual Leave	8 ✓ (5 <sup>th</sup> )	0	21	18	1
Pension Scheme	0	0	2	0	0
<b><i>Institutional safety</i></b>					
Trade Unionism	0	0	0	3	8
<b><i>Love &amp; belongingness</i></b>					
Co-worker relations	10	5 ✓ (5 <sup>th</sup> )	0	3 ✓ (2 <sup>nd</sup> )	4 ✓ (4 <sup>th</sup> )
Equal role in the Service	3	2	3	8	0
Friendly atmosphere	0	0	16	0	0
Pride in service	3 ✓ (4 <sup>th</sup> )	1 ✓ (1 <sup>st</sup> )	20 ✓ (4 <sup>th</sup> )	2 ✓ (3 <sup>rd</sup> )	7
Management style	10	0	31	6	5

<b>Esteem Need</b>					
Kept informed	18	13	8	36	11
Suggestions	5	4	5	4	9
Trust of mngt.	0	0	0	0	0
Complaints systems	10	0	3	2	3
Mngt. Relations	11	7	5 ✓ (6 <sup>th</sup> )	15	15
Team work	8 ✓ (3 <sup>rd</sup> )	0	0	1	2
Nurses	6	1	10	4	4
Doctors	1	0	2	1	8
Patients	24 ✓ (1 <sup>st</sup> )	8	22 ✓ (3 <sup>rd</sup> )	11	9
Supervisor's boss	2	0	4	13	17
Supervisor	6	1	8	0	9
<b>Autonomy</b>					
Control	10	0	20 ✓ (7 <sup>th</sup> )	6	8 ✓ (3 <sup>rd</sup> )
<b>Self-actualisation</b>					
Multi-skilling	8	1	2	0	12 ✓ (5 <sup>th</sup> )
Training	58	2	4	7	27
Promotion	3	1	2	3	5
Job variety	8	9	2	5	9
Overtime	2	13	2	0	2
Won money	0	0	0	0	0
Job satisfaction	2 ✓ (2 <sup>nd</sup> )	3	9 ✓ (2 <sup>nd</sup> )	3 ✓ (4 <sup>th</sup> )	10 ✓ (1 <sup>st</sup> )
Working environment	0	0	0	0	0
<b>Additional sources</b>					
Flexibility	2	0	0	0	1
Staffing levels	9	0	0	0	3
National awards	11 ✓ (8 <sup>th</sup> )	0	1	0	0
Hospital location	0	4 ✓ (3 <sup>rd</sup> )	0	0	1
Hours of work	0	5 ✓ (2 <sup>nd</sup> )	0	1	3
Uniforms/ equipment	0	0	10	0	10

Table 6.2 Coding Units Results ✓ (Order of importance to staff in their work role)

From the table it can be seen that the majority of areas included in the questionnaire were mentioned by the NHS ancillary staff in the focus groups, but to varying degrees. A large proportion of the areas cited as most important to the staff in their work role also matched those included in the questionnaire. This implies that the areas covered in the questionnaire to assess the staff's motivation were highly valid as they made reference to them in response to questions about the nature of their work; likes and dislikes of the job; how they felt about the organisation; and those they work with.

The highest number of references were made to training opportunities that covered staff's awareness, views and opinions of both formal and informal training courses. Although this is an aspect of the work role that is prominent to the ancillary staff, no group identified it as being an important part of their role. Perhaps the staff regard this as being a part of the work role that management encourage to improve their productivity rather than one that is of personal

significance to them and so is not considered so important. Alternatively it may be that the staff feel they have been trained enough and do not require any further training, so again is of little significance. A number of staff had achieved National Vocational Qualifications (NVQs) in their occupation and expressed opinions in the focus groups on the quality of the training they had received with typical comments being:

*"It was Level 1, but it was a bit of an insult, we should have done Level 2 to start with."*

*"Usually the training you get is so you can move on. It's recognition of what you're doing, that they know that what they're doing and why they're doing it, but I don't know about it furthering them in anyway, in job wise you know."*

*"It's just a qualification you know, everyone's got their qualification, it's a City & Guilds, so they take that qualification with them wherever they go."*

Others made reference to more informal/ unassessed training courses that were available to them and expressed opinions on this, including:

*"Sometimes its just like going to you know a seminar, you know you hear the right way of doing things and you get a book to bring away with all handouts in and that you know."*

*"And we have been on such a hell of a lot of training."*

*"An awful lot of training."*

*"You think so at the time, 'oh god, not another one!'"<sup>23</sup>*

Greater reference was made to training opportunities by the multiskilled ancillary staff (FG1 and FG4) who had been on many training courses both formal qualifications and unassessed courses to achieve their 'multiskilled' status. Nevertheless training opportunities were available to all the NHS staff involved in the focus groups and their wide relevance has been confirmed with references given by all the staff.

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<sup>23</sup> The comments would suggest that there are some negative feelings associated with training, and perhaps it is not the motivator that it is assumed to be for growth and development. This may be the result of the difference between 'learner led' and 'trainer led' approaches to training, but would require further investigation.

'Being kept informed' was also an area of great suitability for the ancillary staff demonstrated through widespread confirmation across the staff in the focus groups. This source of esteem need related to being given information about the service and the wider organisation by managers; being updated, told or notified about information that affects them through meetings, newsletters or team briefs. Typical comments made included:

*"(Manager) keeps you up-to-date the whole way, you know step by step she'll tell us."*

*"I mean we try to get a meeting every month."*

*"You're kept informed aren't you all the time."*

*"We don't get to find out until the last minute, we are forgot about at times we are. Everybody else knows what's going on but us."*

*"And to be told what's going on, that's the major thing."*

*"We also have a report that's from the management, that's read out to us every month."*

The focus groups suggested that the degree to which staff felt they were kept informed varied extensively, eliciting strong views and opinions from the ancillary staff of both a positive and negative nature. The responses received implied that this was a major influence on their views of their managers and how they feel about their work role, which confirms the validity of including this line of questioning. Those who did not feel that information was passed on to them about the Trust and the service were contracted porters on a small community site, so the company regional manager didn't make frequent visits to the site and any information they did provide was more about the contract company than the Trust. This was a major source of dissatisfaction for them in their job and suggests a further potential influence on work motivation that requires additional investigation. The impact on work motivation of working for a contract company in the NHS would be an interesting area of future study, one that will undoubtedly be of interest to the multi-million pound contract companies that operate with the NHS FM field and those that employ their services.

When asked questions about improving job satisfaction or what was important in the job, the ancillary staff made many references to their rate of pay. Fewer references were made about pay in the focus groups however than training and being kept informed. From the table it can be seen that staff in all the focus groups cited pay, money or getting paid as an important aspect of their work role

but this was only of greatest importance to the porters (FG4) and multiskilled workers (FG5). Although this aspect was regarded as important by all the ancillary staff it was not the prime focus of motivation for the majority of those involved in the focus groups. This helps to dispel the myth that pay is the sole motivator for low level workers that so many have tended to emphasise (Thornley, 1996; Unison, 1997; Brief *et al*, 1997; Bach, 1998; Cooper, 1998) and the opposition to which originally urged the author to research the area. Comments received on this aspect of their work role included:

*"I do, the wages, a lot of people won't come on account of the wages."*

*"The money, the wages isn't it, nothing else is it."*

*"Well I need the money, I need the money so you make sure you're there."*

*"You know none of us has mentioned pay before, that's how satisfied we are."*

*"They don't pay you enough money for what you do."*

*"It's the same old thing – money, you know you'd like a lot more."*

Other references were made to pay conditions that the ancillary staff have, such as:

*"I went from a Whitley Council contract where I got double time and time and a half for weekends, onto the Healthcare Support Worker where I got bugger all really, 10% for weekends and bank holidays."*

*"The holiday pay and sick pay are worse really."*

*"And you didn't even get double time for a bank holiday."*

This appears to be a further pay area of significance to the ancillary staff but questioning of this nature was not included in the questionnaire as it was considered to be too specific to individual Trust funding that would hinder generalisations across the findings. Only two questions were included that referred to pay and they asked the ancillary staff for their satisfaction/ importance of their basic hourly rate of pay to encourage judgement of the same condition across all the respondents. In contrast to wider terms and conditions of the ancillary workers in the NHS, basic hourly rate of pay does not vary too much across the roles and so helps to improve the reliability of the responses. It was not possible to include more questions on the staff's terms and conditions of employment because of limitations with the length of the questionnaire, but it was

recognised as an important part of work motivation, so a single overall question on pay satisfaction had to suffice. The focus groups showed this to be a valid source of motivation for the staff with many references being made, albeit predominantly negative.

Patients were an important aspect of the work role for the majority of the ancillary staff involved in the focus groups evidenced through their references to those receiving healthcare. The ancillary staff in FG1 cited this as the most important aspect of their work role and was 3<sup>rd</sup> most important to those in FG3 which helps to confirm the validity of including such a line of questioning in the questionnaire. Comments made about patients included:

*"Yeah it is patient contact mainly. I mean where I am its elderly anyway and some of them I mean you get attached to them actually 'cause they talk to you everyday, and then when one of them dies on you like, that and you think 'I was only talking to her yesterday about going home'...but yeah it is patients mainly."*

*"You get to know the patients a lot better as well."*

*"Yeah I always say patients come first no matter what."*

A similar number of comments were made about the contact ancillary staff have with patients by all of the focus groups when the mean number of comments are considered for those in each group. All of the staff, whether they were multiskilled, domestics, porters or catering assistants, came into contact with patients and expressed feelings about this contact which confirms the relevance of questioning in this area.

Pride was one of the most important aspects of the work role for the ancillary staff in four of the five focus groups, although all groups made references to this about the service they delivered. Staff were concerned with maintaining and improving the quality of their work, not getting any complaints, doing a good job and doing their best. Typical comments made by the staff relating to the pride they took in their work were:

*"It's just pride, pride in what you do."*

*"I do my best to make sure its done properly, and its just pride in your work."*

*"Once you walk off you think you've done your job that's it. That's right you know you've done your job right"*

*"Well I mean knowing that the wards yours and not having no complaints."*

*"If you've got a ward then its yours, if you've got pride in your work then everything else can go to hell, its as simple as that."*

This once again shows that it was valid to include a question relating to this in the questionnaire to fully consider the ancillary staff's work motivation.

A number of areas that were included in the questionnaire were of little interest to the ancillary staff in the focus groups although they were still referred to. Few references were made to pension schemes and bonus schemes by the staff, but those that were received included:

*"And another thing they're got pensions and things like that."*

*"Oh I know its not for me like, but I'm saying, if you was interested they do a pension now."*

*"They gave us a nice little bonus before Christmas."*

*"There's nothing there's no incentive at all. There's no extra money or anything."*

*"We don't have that many incentives."*

Any one who holds a contract of employment with an NHS employer can join the NHS Pension Scheme (NHS Pensions Agency, 2003) so this would be available to the majority of ancillary staff working in the NHS highlighting the appropriateness of this line of questioning to the staff. This may vary for those that work for contract companies although such schemes do exist as shown in the above comments from a contracted domestic working for an NHS Trust. Although 82% of the NHS ancillary staff rated pension schemes as important or very important in the questionnaire, the reduced number of responses made in the focus groups implies that they are of less immediate relevance to the staff in their work role. It may be that this part of the work role is too far in the future for many ancillary staff that they do not consider it an immediate source of motivation and so have made few references to it. Alternatively they may have chosen not to join the NHS pension scheme and instead joined a private scheme, or are relying on a state pension when they retire. Although this aspect of the work role was not as popular with the ancillary staff as other areas, it can still be considered a valid line of

questioning as reference was made to it and such schemes have shared availability for the ancillary staff.

Comments about incentives for undertaking further training or qualifications, or opportunities to earn extra money at work, were interpreted as bonus schemes for the ancillary staff. Few references were made to such schemes in the focus groups and those that were given suggest the schemes are of limited availability.

Nevertheless 81% of the NHS ancillary staff that responded to the questionnaire rated these schemes as important or very important which would imply that some schemes do exist, with only 18% marking these as 'not applicable'. Although this area was not referred to with the intensity as other aspects of the work role it has been confirmed as a valid line of questioning by ancillary staff in at least one of the focus groups. It may be that such opportunities are less available to ancillary staff in the NHS and not other areas of the public sector, so it is considered invalid to remove this line of questioning in the next stage of the research which is re-running the questionnaire with HE ancillary staff.

The porters (FG4) and multiskilled workers (FG5) both made reference to trade unionism when interviewed and establishes the relevance of including such a line of questioning in assessing the work motivation of ancillary staff. The comments that were received included:

*"Because we're not in a Union or owt."*

*"(Being in a Union would) definitely stand you in good stead, especially in a place like this."*

*"Well they said they had regular meetings where you could go and they'd inform you with the Union there."*

*"I personally wouldn't deal with them at all."*

*"I think the majority of the staff now, just say, don't bother. I haven't bothered."*

*"And I think a lot of people come out of it actually."*

*"Yeah they didn't help at all did they, they wasn't interested."*

Both of these groups of staff had recently had contact with Trade Unions as they had been through competitive tendering exercises and had either been contracted back to the NHS or out to a private company. The relevance of Trade Unionism to these staff outside of such uncertain times is therefore unclear, and could perhaps



only be measured in a longitudinal study when their motivation is considered in a less Unionised climate. Perhaps an indication of the importance of Trade Unionism outside of uncertain times is shown in the other focus groups where no references were made at all to this aspect of the work role, although it could still remain irrelevant to these particular staff whatever the working climate. Nevertheless this can be the type of climate that ancillary staff have to face in their working lives and Trade Unionism is considered at such times, as shown in the focus groups, which validates this as an appropriate line of questioning for assessing their work motivation.

Some of the areas included in the questionnaire were not mentioned by the ancillary staff in the focus groups, although these emerged as being very specific or abstract aspects of the work role. No references were made by staff to trusting their management specifically although many other comments were made that signified a presence or absence of trust. For example, some staff felt that they could go to their supervisor or manager with problems of a personal nature, which would imply that they trusted the manager to keep the issue confidential. Although no specific reference was made to trust, others made around this suggest that it remains an appropriate line of questioning for the ancillary staff to assess their relations with the managers and supervisors.

Staff also failed to mention two of the questions that were included in the questionnaire to measure general need satisfaction and to strengthen the need on which they loaded in the factor analysis – a technique used by Roberts *et al* (1971) in their test of Maslow's model. Staff did not make reference to their physical working environment or if they would continue to work if they won a large sum of money, when asked questions about their likes and dislikes of their job, relations with colleagues and superiors and views of the employing organisation. It was unlikely that the ancillary staff would mention such specific issues when asked such wide-ranging general questions so the results of the focus groups are unsurprising. The extent to which this invalidates this line of questioning in testing the ancillary staff's work motivation therefore is considered to be limited since they are perhaps too specific to have been expected. Because these items are simple general need measures and are not testing a particular source of motivation in the ancillary staff, it is not considered necessary to eliminate them from the questionnaire for the next stage of the research with HE ancillary staff. These items have been included more for methodological reasons in their

strengthening capacity and are an appropriate line of questioning for any employee, so they will remain in the questionnaire.

The reason for including the focus groups at this stage of the research was not only to validate the questioning used to measure the ancillary staff's motivation, but to also explore further aspects of the work role that motivate the workers. Table 6.2 shows that six additional areas arose in the focus groups that were not included in the questionnaire. These were the flexibility of the work role, staffing levels, national awards such as Investors in People and Charter Mark, the location of the hospital, hours of work and their uniforms and equipment. Although these areas were of such importance to the ancillary staff within individual focus groups to be referred to quite frequently, they were not consistent across all staff. This lack of consistency suggests that they are not a prominent source of motivation for all ancillary staff and so did not warrant inclusion in the questionnaire that was to be re-run or devalue those areas that have been included. The additional areas that the workers mentioned are also more practical job-related features that would not add anything to the present investigation of psychological aspects of motivation and so have not been included.

This part of the investigation has shown that the majority of the items included in the questionnaire to assess the ancillary staff's work motivation are relevant to them in their work role, so suggesting their validity as sources of motivation and the questionnaire a valid tool for its assessment. The findings of this qualitative stage also help to validate the needs that have been identified in the responses to these authentic questions included in the questionnaire. The few areas that were not supported in the focus groups were either too specific to be given in response to generic questions or were included in the questionnaire for methodological purposes, and so cannot be considered to invalidate them or the needs on which they load. A further aim of gathering first hand qualitative data from ancillary staff at this stage of the research was to identify any additional sources of motivation that were not included in the questionnaire to ensure a thorough examination of staff's motivation in the next stage. Some areas did arise but they were more practical, work-based aspects of the work role and not psychological sources of motivation that are of much greater interest in this investigation of Maslow's model. The results of this stage of the research have therefore confirmed the appropriateness of the questions included in the questionnaire to assess ancillary staff's motivation, and so suggests that the instrument remain unchanged for the next and final stage with HE ancillary staff. This will be reported in Chapter 7.

It has been valuable to explore the subjective opinions of the ancillary staff in a subjective way. There are a number of views and thoughts that would not have been uncovered if this qualitative element had not been included, such as the negative view of training; the impact of outsourcing; and the reduced relevance of pension and bonus schemes despite them being rated as important in the questionnaire. The findings of this stage have significantly enriched the quantitative results of the questionnaire findings.

The focus groups also pointed towards aspects of motivation that are grounded more in organisational circumstances, such as contractual arrangements or the promotion of training opportunities, that reflect the local managerial culture. This may imply that some sources of motivation cannot be explained by Maslow's schema or these are factors that influence the environment in which ancillary staff have to realise their needs (this is explored further in Chapter 12). A grounded or discourse based investigation might have revealed the organisational influence further and would be recommended as a future area of investigation. Nevertheless the method and analysis selected for this stage of the research has made a worthy contribution to the investigation in establishing the validity of the areas covered in the questionnaire to the ancillary staff.

Full consideration will now be given to the results found to assess the applicability of the needs Maslow used in his model to characterise human motivation to the NHS ancillary staff. The results of both the quantitative and qualitative stages of the investigation will be examined to establish the appropriateness of the motivational classifications.

## **Research Question I Discussion**

The first research question considers the appropriateness within Maslow's theory of human motivation, of need classification. As shown in Chapter 2, he proposed that all humans are endowed at birth with a unique complement of five needs, and provided with the environment to allow expression of these needs, they guide us towards a healthy development. These needs are physiological, safety, love and belongingness, esteem and self-actualisation. To consider human motivation in the workplace, the individual's five classifications of needs (and the hierarchy to achieve them) have to be applied to characteristics and opportunities within the organisational setting.

The appropriateness of Maslow's model was tested in a new sector and new group of staff - NHS ancillary workers. Using his definition of the needs and previous applications of the theory in the workplace (Porter, 1961; Hall and Nougaim, 1971; Mitchell and Moudgill, 1976; Berl *et al*, 1984) a questionnaire was designed to measure ancillary staff's motivation. The questions measured the needs' current level of satisfaction as well as the attached importance so the strength of need motivation could be considered which was also addressed in the theory. This design was used primarily to test the relationship between the needs for Research Question II relating to the process of motivation, which has also been employed in previous tests (e.g. Porter asked managers to rate how much of the need there is now, how much there should be and how important it is to them, 1961, p. 3). This structure also more importantly allowed the classification of needs to be considered at two levels (satisfaction and importance) so helping to establish reliability.

Using the data reduction technique of factor analysis, the need satisfaction and need importance of the ancillary staff were analysed, and Research Question I was tested. Previous investigations of Maslow's need classifications have also used factor analysis (Alderfer, 1966; Mitchell & Moudgill, 1976; Porter, 1961; Roberts *et al*, 1971; Herman & Hulin, 1973; Beer, 1966) but many have used it to correlate measures of individual needs and not explore the type of need that the measure appeals. They assumed that the items used to operationalise the needs were accurate to their sample and lack of correlation between the items suggested lack of support for the need, rather than explore if any of the items emerged as separate factors. Perhaps sufficient information existed about the motivation of

those workers formerly investigated (e.g. managers for Porter, 1961, accountants and engineers for Mitchell and Moudgill, 1976; and salespersons for Berl *et al*, 1984). Since no other investigations have been undertaken into the motivation of ancillary staff using Maslow's need classification, the author felt it was necessary to explore the reliability of the items considered to reflect individual needs.

The results of the factor analysis were therefore considered in terms of the proportion of the variance that the item contributed to the factor, and not in relation to other items thought to operationalise the same need. This exploratory approach may have been beneficial to others who directly tested the needs and assumed their nature. In fact Payne (1970) found that Porter's Need Satisfaction Questionnaire (NSQ) that was frequently built upon (Roberts *et al*, 1971; Herman and Hulin, 1973; Mitchell and Moudgill, 1976) contained invalid measures of needs. He explored the relationship between established measures of extraversion and aspects of work behaviour using the NSQ, and found

*"quite formidable inconsistencies in the relationships between the individual characteristics and different NSQ items supposedly measuring the same needs" (p. 253).*

This finding would imply that the results of Porter's study and all those that have employed the NSQ or been influenced by his interpretations of the needs (including the current investigation) are now questionable. However Payne's findings may have been the result of his adaptation of the NSQ for factory workers that included disregarding some items, and so was not a test of Porter's measure in its entirety or in the same context. Nevertheless this demonstrates the necessity to explore the nature of workers' motivation either in a preliminary exploration using a phenomenological approach or by repeating the same searching test to establish item reliability.

Some may argue that this is a biased approach to testing a model since whatever results emerge are presumed to be true measures of needs and are interpreted as such. However there are guidelines for establishing the reliability of factor analytic results (e.g. marker variables, sample size), internal consistency of measures (Cronbach alpha) and validity (Maslow's descriptions, other researchers) so, as well as locating statistically reliable results one can also confidently explore the pattern of motivation in the workers.

The results have shown that five principle components have emerged in the need satisfaction and need importance of the NHS ancillary staff that are statistically significant and meet all reliability tests. Using Maslow's need descriptions and subsequent operationalisations, these components closely correspond to four of the five need classifications in the model and a new source of motivation. These are **Safety, Love and Belongingness, Esteem and Self-actualisation** and **Institutional Safety**.

Previous investigations of Maslow's need classifications have found support for some of the needs, but like the current study none have found support for all. Those who have factor analysed results gathered using Porter's NSQ have found varying numbers of needs for different samples of workers. Roberts *et al* (1971) found 2 - 4 needs in their examination of manager's responses to how much of a need there 'should be', 'is now' and its 'importance'. They consistently found support for a Recognition/ Growth/ Self-actualisation need and one for Esteem/ Prestige, but items relating to love and belongingness and safety needs did not load as separate factors. Although their results do suggest that the 380 managers involved in the research are only motivated by higher order needs, it would be wrong to generalise these results to all workers. The results may only be true for those that are at such an established stage of their careers that lower needs for safety and love and belongingness are secured and so are no longer sources of motivation. But this may not be true for those lower down the organisation or in other industries.

Payne's (1970) study of the motivation of factory workers in the UK is more comparable to the current investigation of ancillary staff since both occupy low level positions within organisations. Using the NSQ, Payne found 2 sources of motivation in the factory workers that were 'general need satisfaction' and 'general need importance'. The number and nature of the needs found therefore were unsupportive of Maslow's universal classifications of motivation. These results were also repeated with a group of managers that were postgraduate students, which was used to extend the generalisability of these findings and the evidence against Maslow's model. Payne chose to factor analyse the responses to the 'importance', 'is now' and 'should be' value of the need at the same time which may in fact skew the results, since motivation is considered on very different levels at the same time. The reduction of worker's current motivation and feelings of dissonance to a general satisfaction need and a general importance need, may therefore not be a true representation of motivation – current or future. As

previously mentioned, Payne questioned the validity of the NSQ which will also impact on his findings, as he suggests

*"It seems that measures that will differentiate between the needs proposed by Maslow will require different methods that have been employed here." (1970, p. 264).*

In this present study, the opportunity to investigate current motivation and its importance was regarded as a chance to test the reliability of the exploratory items through test-retest, and was seized. It was not considered appropriate to test need satisfaction and need importance questions at the same time since they are assessing 2 very different aspects of motivation which according to Maslow's model should be in antithesis. The majority of studies that have used the NSQ and gathered responses to the 'importance', 'is now' and 'should be' value of the need at the same time have either focused upon the process of motivation (including Porter, 1961) or like Payne factor analysed all the responses at the same time. The comparability of results from these previous studies and those of the current investigation may therefore be influenced by these distinctions as well as the methods, statistical analysis and samples used.

Hall and Nougaim (1971) adopted another approach to testing Maslow's model, and again shows different results. They developed their classifications of motivation through annual interviews with 49 managers. Nine need categories were empirically derived through coding, that were then collapsed into 4 *a priori* need levels. These were Self-actualisation, Achievement and Esteem, Affiliation and Safety and are largely similar to those needs found in the ancillary staff despite the contrast in the level of staff that participated in each investigation. Although the 9 categories on which the needs were based were empirically found, the classifications were formed on an *a priori* basis using Maslow's descriptions rather than robust statistical techniques. These classifications were then used to statistically test the process of motivation that Maslow proposed, and will be considered in Chapter 11, but the procedure for their development is questionable. With so few managers in the sample, the generalisability of the results to other managers, outside the company or country and with different educational and social backgrounds, is uncertain. By undertaking a longitudinal study that involved repeating the interview annually, it may have developed a response bias that would again question the reliability of the results, even though these studies are useful for understanding trends and maturation in motivation.

Although a similar set of needs therefore were found in the managers as that shown for the NHS ancillary staff, the process behind the results also needs to be considered and has reduced this confirmation.

As shown in Chapter 2 Alderfer (1967) introduced a modified version of Maslow's five level model with three needs for Existence, Relatedness and Growth. Both the questionnaire and interview responses that he gathered from 300 employees in a US manufacturing organisation on their need satisfaction and need importance supported these 3 principle components to their motivation. The factor and content analyses of the data did in fact show five constituents of motivation that were Pay, Fringe Benefits, Respect from Superiors, Respect from Peers and Growth. However the items included in the research were designed to specifically reflect these interpretations of the Existence, Relatedness and Growth needs, so the findings were considered to support the three-fold conceptualisation.

It is debatable whether Alderfer's version of Maslow's model is an accurate explanation of human motivation. Surely motivation for respect from peers is at a different level or of a different nature to gaining respect from superiors, but Alderfer has chosen to group an individual's motivation for friendship with those for esteem, prestige and recognition. There has also been support from subsequent studies (e.g. Hall and Nougaim, 1968) for Esteem and Affiliation/ Love and belongingness to be separate sources of motivation for employees and so again questions the validity of this component in Alderfer's model. This was echoed in the motivation of the NHS ancillary staff, when respect from co-workers loaded distinctly from the respect of superiors, alongside other items that were in close correspondence to Maslow's love and belongingness and esteem needs respectively. The results of this research cannot therefore be supportive of this three-way model of motivation for this reason and because reliable and valid support has been shown for more classifications. Again the differences may be due to the type of staff involved in the research, and the confirmatory nature of the procedure adopted to measure the ERG theory.

Consideration will now be given to the nature of the needs found to form the NHS ancillary staff's motivational structure, and in testing Research Question I, what support can be given to the classifications used in Maslow's model.



The lowest need found to motivate the ancillary staff were **safety** needs. They were motivated in need satisfaction and importance by job security and rate of pay, and the longer-term safety need of a good pension scheme. These can provide the stability, predictability and order in a worker's life, and in our economically driven society, these measures can also assist with being safe from harm. A further source of predictability that also measured staff's safety needs was the number of days annual leave that the ancillary workers received. The opportunity to plan around the work role will undoubtedly allow stability, routine and consistency in all areas of life. The items found to co-vary in the need satisfaction and need importance analyses, showed strong evidence for the existence of safety need motivation. Further comments made in the focus groups relating to pay, job security and annual leave also validated the safety items in the staff's motivation.

The items loading on this need are also close to Alderfer's Existence, which he described as having

*"physical or material end points; they are reached by individuals getting absolutely or relatively enough." (1967, p. 509).*

This can also be considered relevant to the items that have characterised this need for the ancillary staff, particularly since Alderfer also used pay and fringe benefits to operationalise his need. It could be therefore that this is a more suitable explanation for the lowest source of motivation for workers than that described by Maslow especially since physiological needs did not load as a distinct and identifiable source of motivation for the ancillary staff in the workplace. Items measuring physiological needs were designed to reflect the cultural context of the workplace and the nature of the society, where financial reward is used to buy food and shelter. However it has now been recognised that because survival is guaranteed in western society through the welfare state, people are motivated to improve and secure the basic physiological needs, but this motivation is from a higher type of need (e.g. safety and esteem). Staff in the focus group investigations also failed to mention motivation for basic survival, such as the need for food and shelter, with emphasis instead being on immediate financial security, such as pay, job security that are considered to reflect safety needs.

Although items were included to specifically measure physiological needs (financial related) they still loaded with those designed to measure safety needs. It may therefore be improper to distinguish between physiological and safety needs

in workers and so more appropriate to use Alderfer's re-classification of these lowest needs.

The items that have loaded on this need however are so close to Maslow's description of the safety need and the nature of motivation that they are considered to develop, that it may be more relevant to support this need than Alderfer's Existence need. Maslow offers a more 'psychological' view of the nature of motivation for the safety that financial means provide in our society rather than as Alderfer suggests just being material ends in themselves. The stability, predictability and consistency that pay, job security, annual leave and a pension scheme provides is an explanation that the author is much more sympathetic with, than them simply being material ends.

The next classification of needs found in support of Maslow's theory of human motivation were **love and belongingness** needs. In the workplace, staff were motivated by good relations with their immediate co-workers and playing an equal part in delivering the service, which accords with Maslow's description of the need. Individuals are motivated in this need for affectionate relationships, a sense of belonging and being accepted by others and so it is aptly measured by co-worker relations and playing an equal part in the team. Also measuring this need was the importance of a friendly atmosphere, pride in service and a good management style which again is considered to appeal to Maslow's inclusion of affectionate relationships and being affiliated and accepted by others to describe love and belongingness motivation. There is generally a team based approach to the delivery of support services in the NHS, especially for domestics (comprising 62% of the sample) who are assigned to teams and allocated particular ward/ areas in the hospital. The pride one takes in the service delivered will then encompass the work of other team members, and so can be regarded as a sense of belongingness and affiliation to others. The importance of the need as a source of motivation and its relevance was also confirmed in the focus groups with 4 out of 5 groups citing this as an important aspect of the work role. All staff made reference to co-worker and team relations, and those referring to pride used the terms 'letting colleagues down' and 'doing your best' which is considered to illustrate its connection to belongingness and affiliation. Strong support therefore has been shown for an identifiable source of motivation that is close to Maslow's love and belongingness need.

Items measuring staff's attitude towards co-workers have also been included by others to measure love and belongingness needs or a 'social' need. For those that do not prescribe the nature of each need by controlling the measures, analysis has shown these items to load with esteem need items rather than being a distinct source of motivation. Items relating to co-worker relations have therefore been labelled as motivation for 'prestige and fulfilment' (Roberts *et al*, 1971) or 'relatedness' (Alderfer, 1967) because of their correspondence with esteem needs. Perhaps these findings have resulted from the nature of the samples included in the research, both for the aforementioned studies and this current investigation. Because previous studies have included samples of workers that occupy much higher positions within an organisation than the ancillary staff, it may be that they regard relationships with colleagues on a much more functional and practical level, than on a personal basis for affiliation and friendship. The NHS ancillary staff are at the opposite end of this scale where they regularly work closely with co-workers in teams and have the opportunity to chat during work and breaks so forming friendships. This may explain the reason for this distinct source of motivation in the ancillary staff, and not one for those previously found in other empirical tests. Although the reliability of this finding to ancillary staff first needs to be tested (and is done so in the next chapter), the difference in these results questions the generalisability of these needs to other staff at higher levels of the organisation. Perhaps the motivation for affiliation, affectionate relationships and a sense of belonging disappears as one moves up the organisation, taking on more responsibility and a more professional role, with less time and opportunity for these relationships to be developed. Should this be true then it also questions the generalisability of the findings of previous studies in more professional staff that have concluded that these needs are not appropriate sources of motivation per se. Although Maslow argued that these are universal needs, the environment still has to be created for them to be realised which may therefore not be the case for those previously studied but the needs do actually exist within us all.

The discovery of love and belongingness needs in the ancillary staff could also be the result of the predominant gender in the sample. 70% of the sample were female and they may have a greater need for affiliation, affection, friendship and a sense of belonging than male ancillary staff. This could also explain the lack of empirical support in the aforementioned studies. Although this information was not provided in the studies, it is likely that managers in US manufacturing firms in 1967 (Alderfer) and 1971 (Roberts *et al*) will predominantly be male and so would dominate the sample and the nature of motivation that was concluded from

the results. This impact of gender on the results will be considered further for ancillary staff in Chapter 9.

**Esteem** needs were also found to be a source of motivation in the ancillary staff. Measures of this need related to organisational procedures such as having suggestions listened to and complaints systems, and relations with others in the organisation that control the work role. The quality of management relations and the level of trust held for management measured this need as well as contact with clinical staff and patients. The organisational systems, relations with superiors and customers can all be considered to provide the opportunity for recognition, respect, appreciation, capability and the adequacy of being useful to the world. The results of the focus groups also emphasised the importance of relations with supervisors and managers, but especially the contact the ancillary staff had with patients with comments like, 'I always say patients come first no matter what.' The contact that staff had with these people provided the scope for esteem, from the appreciation expressed by patients, respect from others outside the workplace for helping patients and the personal sense of achievement that such contact nurtures. Once again the results point to support this particular need classification identified by Maslow.

In previous tests where esteem need items have been controlled, there has been low correlation between the items, or an overlap with autonomy need items that many using Porter's NSQ have included (e.g. Herman and Hulin, 1973). Others have shown them to overlap with love and belongingness or self-actualisation (Roberts *et al*, 1971; Alderfer, 1967) and so have resulted in a rejection of esteem as a distinct source of motivation. The items that have loaded here for the NHS ancillary staff are considered to be very close to Maslow's description though and will undoubtedly provide opportunities for recognition, respect and appreciation because of the nature of their relationships. It could be that this difference is once again influenced by the low level nature of the sample (compared to those used in previous studies) who will be under a greater degree of supervision and so have a more formal and regular relationship with their superiors. Contact with them and their superiors will be the ancillary staff's chance for recognition and respect, as well as from direct relations with their customers compared to the nature of relations that managers or professionals must have with their superiors.

Because love and belongingness and esteem needs have been found as distinct sources of motivation for NHS ancillary staff, it provides evidence against

Alderfer's adaptation of this particular aspect of Maslow's model. His test of this alternative did in fact show support for staff to be motivated by items relating to 'Respect from Peers' and 'Respect from Superiors', but he had used these to operationalise the Relatedness need and so did not interpret the results as separate sources of motivation. He incorporated both of these aspects of working relations as measures of Relatedness that

*"refer to emotional states with regard to specific other people; the process for attaining them consists of two or more people sharing their thoughts and feelings"* (Alderfer, 1967, p. 509)

People have relations with others that are of a very different nature, depending on many variables such as their background, past relations and their formality. Because these relations and the feelings associated with them vary so widely, it is considered too simplistic to group them all together under one 'Relatedness' category. The results found for the ancillary staff suggest that motivations for informal relations with co-workers are completely different to motivations from more formal relations with superiors and customers. These findings are therefore more supportive of Maslow's original classifications for love and belongingness and esteem than Alderfer's over-simplified adaptation.

The final need that closely corresponded with Maslow's need descriptions was **self-actualisation**. This however was only found in the need importance of the ancillary staff and perhaps signals the current motivational state of the sample. Staff rated opportunities for training, multi-skilling, variety in acquired skills and promotion as important, but similar items used to measure need satisfaction instead co-varied with esteem needs. This result for need importance could have arisen for a number of reasons.

Firstly, according to Maslow's theory this would indicate that staff are motivated to develop themselves and grow in the work role, but have not currently achieved this and so remains a source of motivation. Maslow did explain though that the ultimate need can never be satisfied, as satisfaction only stimulates more motivation, so it will always be important. Secondly it could be that the ancillary staff are motivated by self-actualisation but the management style and organisational culture do not allow this to be realised, so for the moment is a source of motivation but one that may be deadened if opportunities are not created soon. Operational staff are often seen as being quite low down the

organisational structure, so the growth opportunities offered may not be those that appeal to their personal self-actualisation, that may not even feature in the workplace. Sources of motivation outside of work may motivate these staff to become all they can become, such as family and home life, friends or the wider community, and so they may never be satisfied in the workplace. It could also be possible that the self-actualisation need did not emerge in need satisfaction because it was not conceptualised in an appropriate form for these workers and so its failure to load as a distinct source of motivation is the result of the methodology. But many references were made to the items measuring self-actualisation in the focus groups both positive and negative, which validates the appropriateness of such questioning, and dismisses this potential fault of the method.

There has been much support in previous studies of Maslow's model of motivation for the existence of a growth need. Roberts *et al* (1971) found managers to be motivated by the need for professional and personal growth and for advancement, although this was only shown with confidence in their need importance (as shown here), but loaded with esteem and autonomy needs when asked how much there 'should be' and 'is now'. Alderfer (1967) also confirmed a growth need in his study with a definition close to the nature of the items found for the ancillary staff. He described growth motivation as referring to:

*"the solutions of problems which lie within the actual or potential capabilities of the person. Integrating and/or differentiating one's talents are the processes for satisfying growth needs."* (1967, p. 509).

This could be done through training, job variety and promotion, and is again close to the learning skills and abilities with which Alderfer chose to operationalise the need.

In uncovering four of Maslow's five needs as sources of motivation for the NHS ancillary staff, basic support has been shown for the appropriateness of the need classifications. Further investigation of these needs across a wider sample of public sector ancillary staff would help to establish the reliability of the findings and subsequent affirmation or refutation of Research Question I. Other studies have failed to find empirical support for so many of the need classifications shown here. Previous support has been shown for a combined love and belongingness and esteem need (Alderfer, 1967 – Relatedness) or for only esteem and growth

needs, however the samples included contrast significantly with the low level employees included in this study and so questions the generalisability of their findings. The nature of these findings have been considered as well as the alternatives they propose but there is still considered to be much more correspondence between the needs identified in the ancillary staff and those described by Maslow.

Because this model has not previously been applied to ancillary staff, it was considered necessary to explore the nature of each need in order to ensure a reliable test. In this exploration additional sources of motivation were identified in the ancillary staff that were not included by Maslow in his model of human motivation. The need for autonomy was found in need satisfaction and related to the level of control that staff experienced. Porter (1961) distinguished this need from Maslow's esteem need classification in his investigation of the motivation of bottom- and middle- managers, but this change was not empirically supported and still the description of autonomy remains very close to esteem. The need for independence and respect from one's superiors can describe autonomy, but it is also considered to reflect Maslow's description of the esteem need. The results of need satisfaction did indicate that the items measuring independence in the workers strongly co-varied with those regarding relations with others and organisational procedures, however in need importance they loaded away from such items. Because of the variation it would suggest that questions relating to control and independence are not appropriate measures of esteem experienced by the ancillary staff, although they were supported as valid through the comments made in the focus groups. Further investigation of the need in another sample of ancillary staff is needed to ascertain its appropriateness as a source of motivation before it is completely dismissed.

A general need for satisfaction also arose but was measured by summary questions included in the questionnaire as strengthening items for the needs on which they loaded. By co-varying together they are not considered to measure any of Maslow's needs.

A further need found that was of particular interest was the ***institutional safety*** need. Items that measured this source of motivation were related to TU memberships and relations with the TU representative. Distinct from personal safety, this need is considered to reflect the fairness, security and predictability for

the individual in the workplace. Trade unions adopt a collectivist approach to ensure fairness, stability and security of worker's terms and conditions of employment, and so can be considered similar to Maslow's safety need classification but confined to the organisational setting. No other investigation of Maslow's theory in the workplace has found this need, but none have included questions relating to TU membership. Had such questioning not been included in the current investigation of public sector ancillary staff, the research validity would have been compromised as confirmed by the focus groups. Further analysis of the need in public sector ancillary staff is required to ascertain its true applicability in measuring their work motivation.

The results of the NHS sample therefore show initial support for Research Question I. Four of the five need classifications of human motivation stated by Maslow in his theory (1943) have been confirmed. The needs for safety, love and belongingness, esteem and self-actualisation have all been identified, but the most basic physiological needs were not found. Because the relevance of physiological needs in Western society is unsure, especially in the workplace setting it cannot be considered to disprove Research Question I. In view of this, slight alteration should be made to Research Question I for further investigations. Rather than testing the presence of five needs in human motivation as Maslow originally described, only four of the needs can be considered appropriate for the motivation in the workplace.

The reliability of the institutional safety need will also be considered in the following investigation with a further sample of ancillary staff. The exciting discovery of a new workplace specific need to these staff suggests an extra source of motivation not previously identified. In today's workplace there is increasing awareness of one's rights, terms and conditions of employment and individuals now appear motivated to protect them, particularly in the Governmental policy-driven public sector. The ever-changing nature of the NHS has motivated a lot of workers to adopt collectivist representation to maintain and improve their workplace terms and conditions. But to establish the applicability of this need as a source of motivation outside of the NHS, further analysis is needed with another sample. This is also necessary to test the reliability of all the results found in the NHS sample and to fully address Research Question I. In the next chapters there will follow details of this further investigation and the subsequent support that can be established for Maslow's proposed classifications of motivation.



## Chapter seven

### Establishing reliability

To further investigate the first research question regarding the need classification of human motivation, the questionnaire was re-administered to more public sector ancillary staff. In 2000, the research was suggested to University FM Managers who are part of the Higher Education (HE) Research Forum and they chose to support the investigation into the nature of their ancillary staff's motivation. Eight universities participated in assessing the motivation of their catering, domestic and portering staff. This provided a comparative sample to the NHS ancillary staff, as they are on similar public sector pay scales, have similar roles and have similar development opportunities, such as NVQs and multi-skilling. By employing an additional sample, not only was new data gathered to test the fit of Maslow's model but also the reliability of the NHS results and that of the questionnaire. This chapter details the procedure undertaken with the HE ancillary staff, the results found and the impact that this has on Research Question I - investigating the appropriateness of four of Maslow's five need classifications of human motivation.

### Methodology

The questionnaire (Appendix 5) was administered in the same format as that used for the NHS sample, with wording adapted for the university sector. Two questions were excluded that were the importance of '*Contact with Nurses*' (question 14o) and '*Contact with Doctors*' (question 14p). No such comparative form of regular contact exists for the university ancillary staff so the questioning became redundant. In the same section '*Contact with patients*' was reworded to assess the importance of '*Contact with students*'. The inclusion of this variable had a similar rationale to that given for the original survey as detailed in Chapter 4.

A similar procedure was used for the distribution and collection of the questionnaires as previously used with the NHS sample. A copy of the questionnaire was sent electronically to the facilities manager at each university. They were then requested to print, copy and distribute sufficient questionnaires to

represent 50% of all ancillary staff at their university. Members of the Forum are quite familiar with this procedure and it has previously proved successful, and because they had sponsored the research the probability of co-operation was heightened. Again due to cost and time limitations, it was not possible to include the views of all ancillary staff so methods for randomly distributing the questionnaire to the staff were recommended to the managers, such as every other name on the payroll.

## **Results**

### ***Demographic Sample Features***

The sampling frame selected for this part of the research corresponded with that employed in the previous stage. A similar Research Forum participated, this time for Higher Education institutions. The sampling frame was drawn from 20 Universities who embody the Forum. The types of universities ranged from being on a campus in a major or small city/ town, on a campus in a rural location and organised into colleges. Those comprising the Forum were geographically spread across England and Wales and, as with the first execution of the questionnaire, simply by being employed in these types of occupation in these universities formed the sampling frame. Through this an equal opportunity was created for university ancillary staff of being selected to participate in the research. It must be recognised though that the Universities who participated in the research were again self-selectors by choosing to join the Forum and actively be involved in the research programme. Although the samples may not be truly representative of the HE sector, they are far more likely to comply with the research and encourage a better response rate than inviting random Universities to participate on spec.

Due to time and staffing limitations, only 8 of the 20 (40%) universities that comprise the Forum were able to participate in the research. Table 7.1 illustrates the characteristics of the sample involved in reconsidering Research Question I. Only 44 catering staff responded to the questionnaire throughout the 8 universities, representing a minority in the sample (9.3%); 355 domestics participated that formed the highest percentage of the sample (74.7%); and 76 questionnaires were returned from porters representing the remaining 16%.

Characteristics	Catering	Domestic	Portering
N in obtained sample	44	355	76
% Male	15.9	6.9	90.7
% Female	84.1	93.1	9.3
Mode Age Category	31-50 yrs	31-50 yrs	31-50 yrs
Mode Length of Service	6-10 yrs	3-5 yrs	6-10 yrs
% Part-Time	66.7	93.2	10.5
% Full-Time	33.3	6.8	89.5
% Permanent Contract	97.5	90.4	95.8
% Temporary Contract	2.5	9.6	4.2
Mode hourly rate of pay	£4.26-£4.50	£4.01-£4.25	£4.51-£4.75

Table 7.1 Demographic Features of the HE Sample

**Questionnaire Reliability**

Cronbach alpha was used to test the internal consistency of the questioning and thus its reliability. An  $\alpha$  of 0.8485 was found for the *need satisfaction* questions indicating high reliability, since an  $\alpha$  of above 0.7 demonstrates high internal reliability (Nunnally, 1978). The eighteen questions measuring *need importance* also met the required level of internal consistency with an  $\alpha$  of 0.8432. For all the questions measuring the applicability of Maslow's theory of human motivation to the HE ancillary staff an  $\alpha$  of 0.8494 was found, again showing high internal consistency.

**Factor Analysis**

Confirmatory factor analysis was again performed using oblique rotation with Delta 0, using the same marker variables as that employed with the NHS staff. This technique was selected for similar reasons as that given for its employment in the NHS data, and for consistency in analysis. This was also possible because the data assumptions needed for a parametric measure were met in the HE data (Appendix 16). The results of the factor analysis are shown in Table 7.2.

Variable	Definition	Esteem		
Q33	Suggestions listened to	.77916	.02024	.01140
Q31	Trust of mngt.	.76178	-.05856	.16567
Q30	Mngt. Relations *	.72800	-.16171	.09384
Q34	Complaints systems	.71746	-.03448	.07087
Q36	Sat. with control	.71279	-.08594	-.03148
Q35	Level of control	.56834	.35791	-.38449
Q26	Kept informed	.55797	.06892	.20402
Q37	Part of a team	.52359	-.04059	.05610
Q44	Working environ.	.49608	.19188	.23771
<b>Institutional</b>				
<b>Safety</b>				
Q11	Need for TU membership	-.18662	.84141	.01872
Q41	TU rep Relations	.01543	.71882	.06503
<b>Safety</b>				
Q17	Sat. with pay	-.12677	.06641	.83668
Q19	Overall job sat.	.30649	-.09646	.56163
Q18	Safe from redundancy *	.15108	-.07598	.46884
Q43	Won money	.06480	.05840	.45266
Q22	Promotional prospects	.17594	.31406	.40808
<b>Love &amp; Belongingness</b>				
Q38	Need for good co-worker relations	-.03238	.04401	-.09248
Q39	Equal role in the Service *	.15507	.15475	-.02526
				.67138

Table 7.2 HE need satisfaction pattern matrix

\* Successful marker variables

From the table it can be seen that four factors emerge to measure the need satisfaction of the HE ancillary staff. All of the factor loadings are considered significant using Hair *et al's* guidance. As with the NHS results, loadings as low as 0.30 can be considered significant due to the sample size. Even though the HE sample is less than half the size of the NHS sample, the sample is still sufficiently large to meet the recommended 350 sample size.

The nature of the factors has been considered against Maslow's description of the needs and the labels assigned. The labelling allocated to these factors were exposed to the same validity checks as those used in the NHS investigation. This included independent confirmation by two other researchers (adding external validity) and use of marker variables. Again by identifying the marker variables prior to the factor analysis successful loading validates the labels assigned.

The same three of the now four marker variables that loaded as predicted for the NHS sample have done so for the HE staff. The management relations marker variable for esteem needs co-varies with other items that closely correspond to Maslow's description of the need which helps to validate the labelling. Playing an equal role in delivering the service was selected as the love and belongingness need marker variable because it assesses the worker's relations with others in their team and their sense of belonging to the group and being affiliated with others. This has loaded with a further item assessing co-worker relations and so again validates the labelling. The safety need marker variable measured how safe the staff felt from being made redundant, and so ascertained the consistency and stability they felt in the work position that ensures they are safe from harm. This has loaded as predicted with items that can also be interpreted as measuring safety needs. The remaining marker variable measuring self-actualisation also loaded with the safety need, which would suggest that promotional prospects are a source of stability, predictability and future security for the ancillary staff rather than personal achievement. Growth need satisfaction was not found in the NHS staff either but it did apply in their need importance and would suggest that growth and actualisation remains a source of motivation. Perhaps in a similar vein, self-actualisation satisfaction is not apparent in the HE staff.

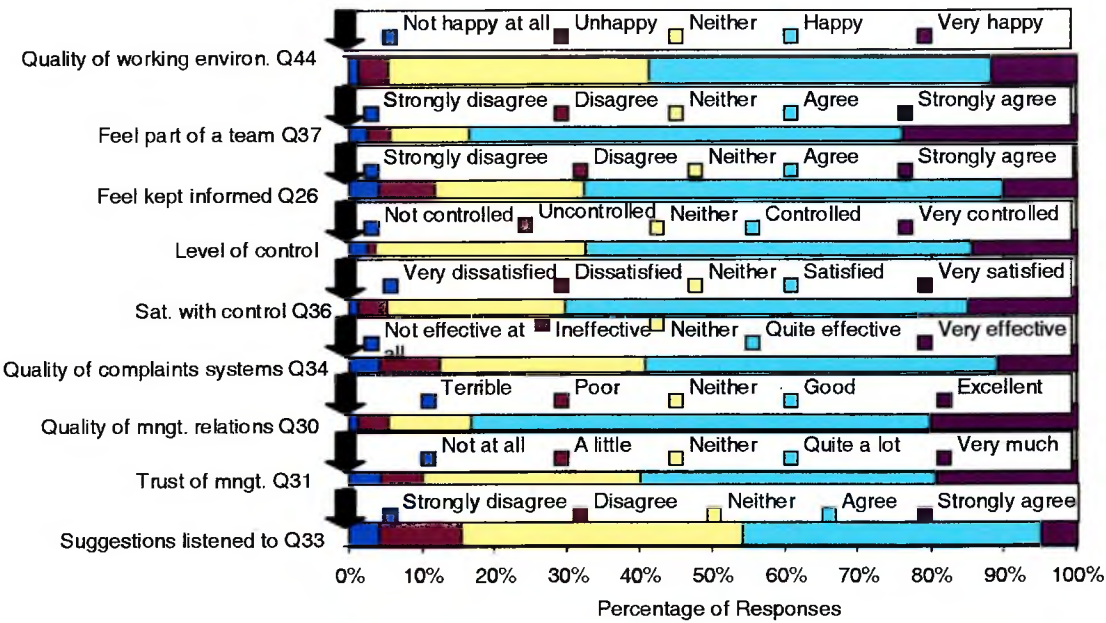


Chart 7.1 HE esteem need satisfaction

The level of trust staff had for their managers loaded second highest on this factor with .76178 (question 31). Although included as a measure of either global satisfaction in the wide-ranging relations it represents or love and belongingness needs in the working environment that managers can create, this result would instead suggest that trust reflects appreciation and respect between staff and their managers which manifests as trust. This would suggest that there is a more formal relationship between ancillary staff and their managers in the scope they provide for appreciation and recognition that is perhaps developed by the nature of the ancillary work being low level and manual. There was a fair level of trust for management evident in the sample with nearly 60% of the HE staff expressing some trust.

General satisfaction with immediate managers (question 30) was selected as the marker variable for esteem needs as it closely reflects the needs' description given by Maslow. Satisfaction with one's superiors can encompass many judgements but all will reflect the appreciation, recognition and respect that the worker holds for them and will impact on esteem for oneself. By loading on this factor (.72800) the item validates the esteem need label. This is also validated by others' tests of Maslow's esteem need such as "*opportunity for recognition*" (Porter, 1961, p.3); "*a job I did received recognition as being a particularly good piece of work*" (Friedlander, 1963, p. 248) or "*do you get respect from others in your job?*" (Shoura

Each need found in the HE staff will now be considered for the extent to which they reflect the needs proposed by Maslow in his model of motivation in testing Research Question I.

### **Factor one - Esteem Needs**

The variables loading on Factor 1 are considered to be in close correspondence with Maslow's esteem need classification. He described esteem as the desire for achievement, recognition, attention, appreciation, respect, confidence, freedom and independence (1943) to which the items on this factor appear to appeal. Loading highest on this factor is the feeling that suggestions made by the staff were listened to by management (.77916, question 33) which was predicted to assess the esteem needs of the sample in the regard they felt their managers and supervisors held for their suggestions demonstrated through the opportunity and them being followed up. By loading on this factor, the prediction has shown to be true. Previous studies have measured esteem needs (or its derivative – autonomy) with questions relating to the value of the individual's thoughts and opinions by the wider organisation, which helps to validate this result. Porter measured '*the opportunity for independent thought and action*' and '*the opportunity for participation in the determination of methods and procedures*' (1961, p. 3) in his test of autonomy and Hall and Nougaim's measured esteem with '*the need to be in a position where one's judgement and decisions are important to the progress and welfare of projects and / or people*' (1968, p. 18). Satisfaction with this aspect of their management relations is shown (Chart 7.1) to be adequate with nearly half the sample (45.8%) having confidence that their suggestions for improvements were followed up.

and Singh, 1999, p. 47); where recognition from superiors can provide esteem opportunities for the worker. The largest proportion of the ancillary staff sample (63.1%) rated relations with their immediate manager as being good, and 20% rated them as excellent.

The effectiveness of the University's problem solving systems (question 34) was predicted to directly measure Maslow's esteem needs in the attention, appreciation and respect that such systems demonstrate for staff in the opportunity the organisation provides for their views to be aired. Loading highly with a coefficient of .71279, the nature of the construct would appear to be supported.

Previous examinations of Maslow's model have included measures of esteem relating to the wider organisation such as *'the regard received from others within the organisation'* (Porter, 1961, p. 3 and those that applied the NSQ) which helps to validate the impact that the organisation has on the individual. An effective mechanism by which employees are able to approach the service management with their problems, is considered to suggest to employees that their employers are attentive to their problems and thus effecting their feelings of esteem. Chart 7.1 illustrates that very few of the HE staff considered their problem solving systems as ineffective (5.4%).

The items that loaded together as autonomy needs for the NHS staff (questions 35 and 36) have instead loaded with esteem needs for the HE sample. As previously acknowledged Maslow did in fact include the need for independence and freedom in his description of esteem needs which is considered to show some support for the validity of this result in the HE ancillary staff. The finding suggests that esteem motivation is a more appropriate label for this aspect of the HE staff's work role than the distinction made by Porter for autonomy needs that was also found in the NHS staff. Perhaps the NHS staff have a stronger motivation for autonomy than the HE staff and need to distinguish their independence and freedom from motivation for achievement, recognition and competence that the HE staff don't need. It may be the case that the HE staff have opportunities for independence and freedom, but they see these as organisational opportunities and the regard that it has for them in creating opportunities for appreciation, recognition and respect. Further consideration of these differences will be given in Chapter 8. Satisfaction with control (question 36) loaded higher (.71279) than that which asked for the level of control (.56834, question 35). In fact a similar proportion of



the sample felt under some control (67.5%) as those who were satisfied with this level of control (70.3%). By loading with other esteem need items, control is considered to reflect the degree of freedom and independence that the ancillary staff enjoy in their work which accurately mirrors Maslow's description of this need.

By asking participants how informed they felt they were by their managers and supervisors (question 26) it was predicted that Maslow's esteem need category would be measured because of the attention, recognition, respect and attention associated with quality communication. This result affirms the predicted by loading on this factor (.55797) which is also validated by the measures used by others to measure esteem such as *'Do you get respect from others in your job?'* (Shoura and Singh, 1999, p. 47). Over two-thirds of the sample agreed that they were kept informed (67.6%) about relevant events, so demonstrating high satisfaction with this aspect of management relations. It was also predicted that love and belongingness needs would be measured by asking participants if they felt part of a team (question 37) but by loading on this factor (.52359) it would appear that there is more association with esteem needs. Team membership was considered to closely reflected others' measures of love and belongingness needs such as *'the opportunity to develop close friendships'* (Porter, 1961, p.3); *'concern over establishing, maintaining or restoring a positive affective relationship with another person or group in the work situation'* (Hall and Nougaim, 1968, p. 18) or *'I was working in a group that operated very smoothly and efficiently'* and *'the working relationship I had with my co-workers at my level was very good'* (Friedlander, 1963, p. 248). However the difference that has been found may relate to the type of workers studied and the professional or organisational culture in which they work. It could be that the managers who participated in the aforementioned cases dealt with individuals or groups of staff below them rather than work in teams, so this line of questioning would be redundant. Team working for the ancillary staff is widespread though so questioning was valid. Rather than it providing the scope for close relations team working perhaps appeals more specifically to the appreciation and respect staff get from their co-workers and feelings of self worth from being a team member. A very small proportion of the sample (5.6%) did not feel part of a team working for their service, which would indicate high esteem satisfaction from these relations.

The final item measuring esteem needs was initially included as a general measure of satisfaction with the physical working environment (question 44) that would strengthen the factor on which it loaded. This has apparently done so for esteem, but perhaps by loading on this need (.49608) it suggests that the quality of the working environment is an indication of the investment, respect and attention that the wider organisation gives to their employees. Nearly two thirds of the sample (58.7%) were happy or very happy with their physical working environment.

All the items that loaded on this factor are considered to closely correspond to Maslow's descriptions of the esteem need, previous tests of this source of motivation, and the interpretation that can be given to this in the workplace. This then supports the existence of esteem need satisfaction in the ancillary staff.

### **Factor two – Institutional safety need**

The same variation of Maslow's safety needs that loaded for the NHS sample has also been found for the HE staff in this second factor. Once again the loadings would suggest that *institutional safety* is a more suitable label for this need than the personal safety described by Maslow. The importance and quality of TU representation and relations (question 11 and 41 respectively) consider the safety needs of the individual within their work role and industry rather than their wider existence as described by Maslow. A reason for joining TUs is to safeguard the terms and conditions that one works in, and takes a collectivist approach to protect this safety. The items are also close to Maslow's description of safety needs for routine, fairness and a sense of being safe from harm that is financially based, but is specific to the conditions of the work role and place. Previous studies have not found this need but they have not included questioning on TU. Other studies have primarily been undertaken in the USA, with undergraduates, managers, engineers, accountants or salesman where it is unlikely that TUs feature highly for them in securing employment terms and conditions, but this is highly relevant for the public sector ancillary staff and so it was valid to include. It would appear from these results and those found for the NHS staff that this is a source of motivation, and one that has not previously been identified, so this new discovery has valuable implications for the applied field in understanding ancillary staff's motivation in its entirety. Satisfaction with this need was mediocre, with nearly

40% of the sample expressing no strong need for general TU representation in the HE sector and for those with a TU representative a similar proportion had adequate relations (Chart 7.2).

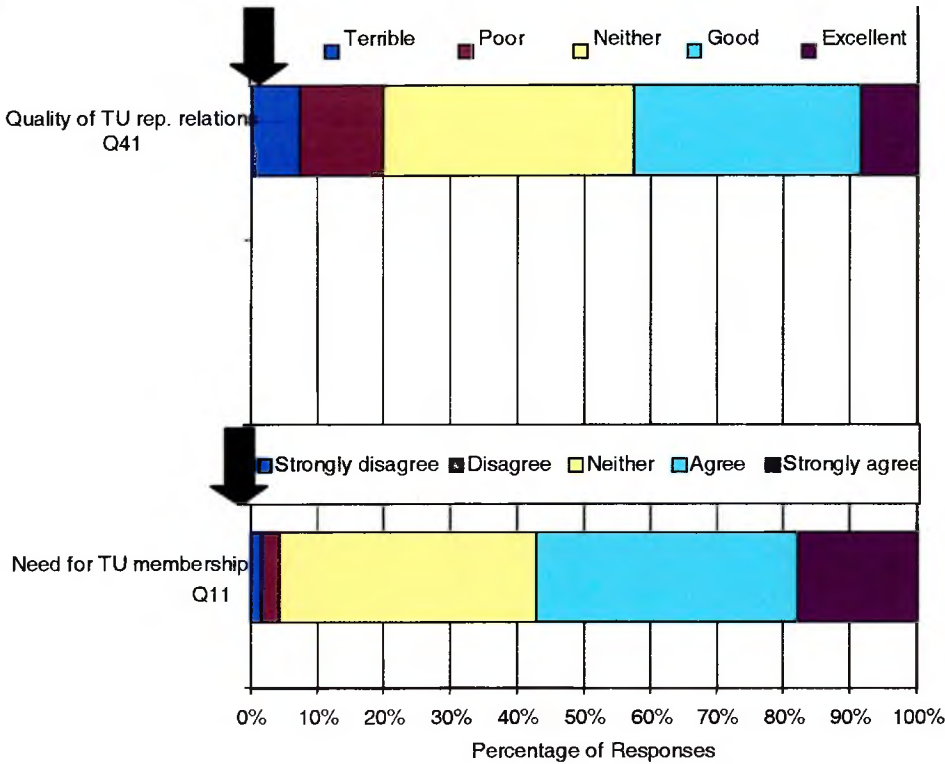


Chart 7.2 HE institutional safety need satisfaction

**Factor three – Safety needs**

The more traditional safety need outlined by Maslow is considered to have emerged in Factor 3. Safety needs were described as the need for consistency, fairness, stability and to be safe from harm and the items associated with this factor can be considered appropriate measurements of the need. Loading highest on this factor was participant's satisfaction with their rate of pay (question 17, .83668) which was initially selected as the marker variable for physiological needs in the NHS investigation. The need was not uncovered as a source of motivation in the workplace for the NHS staff where financial rewards were not determinants of survival needs but rather those that ensure consistency and stability in the worker. This would also appear to also be the case for the HE staff and so supports the exclusion of the lowest form of motivation from investigations in the workplace. Not many previous studies of Maslow's model have included items that measure motivation for pay, only Porter included it to measure manager's

perceived deficiency in this area and not a particular need. Perhaps pay was not considered an appropriate source of motivation in the samples used in previous examinations of Maslow's theory. It may be the case that undergraduates, managerial and professional staff are not considered to be motivated by pay and so questioning in this area was considered inappropriate. However this is particularly relevant for the low waged ancillary staff involved in this investigation evidenced through the emphasis placed on this issue in previous studies (Thornley, 1996; Unison, 1997; Brief *et al*, 1997; Bach, 1998; Cooper, 1998). Chart 7.3 illustrates the unexpected satisfaction of the HE staff with their pay compared to the much lower satisfaction expressed by the NHS staff. Over half of the HE staff were satisfied or very satisfied with their rate of pay (61.7%) compared to 34% of NHS staff.

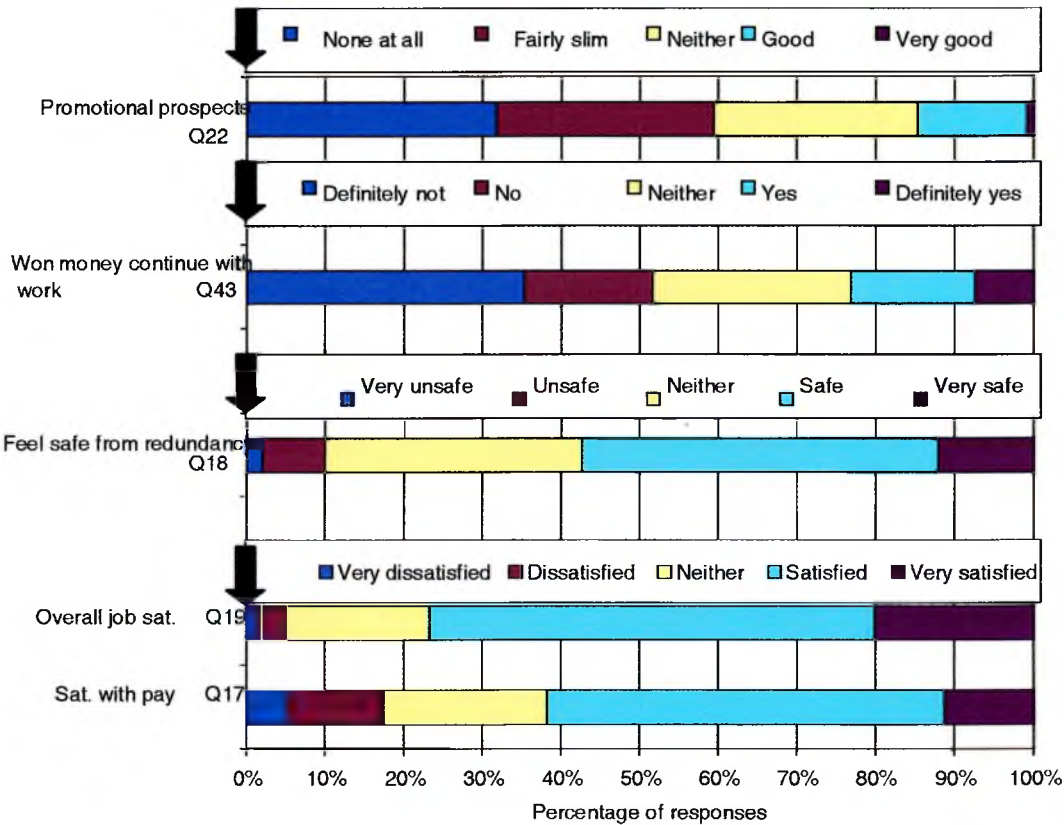


Chart 7.3 HE safety need satisfaction

General measures of motivation were used to strengthen the factors on which they loaded and two were found to measure safety needs (questions 19 and 43). Overall job satisfaction loaded with safety (question 19, .56163) as did the probability of continuing to work if a large sum of money was won (question 43, .45266). The items could be interpreted as providing stability in the work role and particularly long-term financial stability and consistency from the latter, but as general

measures of satisfaction this result should simply be considered as intended in strengthening the safety need. Overall satisfaction was high amongst the HE staff with 76.8% of the sample being satisfied or very satisfied with their job. This satisfaction was not enough however to drive the staff to work if a large sum of money was won, with just over half (51.7%) not or definitely not continuing to work if they came into money.

The level of job security experienced by the ancillary staff (question 18) was selected as the marker variable for this need, and this loading (.46884) helps to validate the factor. Job security is considered to closely reflect the need for stability, routine and consistency, but also the financial security for a predictable life and has been extensively used in previous studies as a measure of safety motivation (Mitchell and Moudgill, 1976; Porter, 1961; and Shoura and Singh, 1999). The job safety of the HE sector appears relatively high, with Chart 7.3 showing only 9.9% feeling unsafe or very unsafe in their job compared to 38% of the NHS staff. This is perhaps due to the NHS being a much more Government policy-driven organisation in terms of frequency and volume, than the HE arm of the public sector. With so much change happening in the NHS with mergers and privately financed initiatives, staff will be less confident about the security of their positions.

The final variable loading on this factor questioned the promotional prospects of the participants (question 22, .40808). This item was selected as the marker variable for the growth need - self-actualisation in the development and fulfilment that they signify, however it has instead co-varied at a much more basic level. Because the result is significant, it would appear that promotional prospects can instead be interpreted in terms of enhanced financial security and one's position in the organisation, rather than an opportunity to develop oneself. This was not found in any previous study of Maslow's model that have considered workers much higher up the organisational structure, where in fact promotion does motivate self-actualisation or esteem (Porter, 1961; Roberts *et al*, 1971; Shoura and Singh, 1999; Friedlander, 1963; Berl *et al*, 1984). It may be the case that the positions occupied by the samples involved in these studies provide sufficient opportunities for recognition, appreciation and growth that could explain its presence at an appropriate level. However for the lower level ancillary staff, the nature of their role and the promotional opportunities available to them may not

provide self-actualisation opportunities for them to become all they can become, this could instead be met outside of the workplace. Chances of promotion were considered fairly slim or non-existent for a high proportion of the HE ancillary staff (59.4%) which may explain why they are not considered a potential source for actualisation.

The safety need marker variable has also loaded on this need as predicted, along with other significant items that are considered to reflect Maslow's descriptions and previous applications. There are slight differences in items measuring this need between the ancillary staff in the two arms of the public sector, but this will be considered in Chapter 8.

#### **Factor four – Love & Belongingness Needs**

The items loading on Factor 4 are considered to closely fit Maslow's love and belongingness need, with one being the designed marker variable for this need. Descriptions of the need include the hunger for love and affectionate relationships, caring for others, belonging to a group, and being accepted by and affiliated to others (Maslow, 1943); and the items that have loaded together on this need are interpreted as appealing to such descriptions. Both measures relate to staff's relations with their co-workers and is a common area used to assess these needs in the workplace (Hall and Nougaim, 1968, p. 18; Porter, 1961, p. 3; Friedlander, 1963, p. 248; Shoura and Singh, 1999, p. 47) which adds validity to the result interpretation. Respondents were asked to rate the need for good co-worker relations for the smooth running of their service (question 38) which has shown to measure their love and belongingness need (.83452) perhaps in their acceptance of belongingness and the need for affectionate relations. Chart 7.4 illustrates that a very high proportion of the sample expressed a strong need for such relations with 95.9% considering them a necessity for effective service delivery, which was also the case for the NHS staff. The second variable to load measured the equal role that participants played in the functioning of their service (question 39) and loaded with a coefficient of .67138. Designed as the marker variable, this item is considered to measure the extent to which the worker was accepted by others in the service team and so the belongingness experienced. Only 3.3% of the sample did not believe that they played an equal role in the service team, showing a high satisfaction with this aspect of their love and belongingness needs. By loading on

this factor, the item validates the factor labelling as does the compatibility of these findings with those of previous examinations.

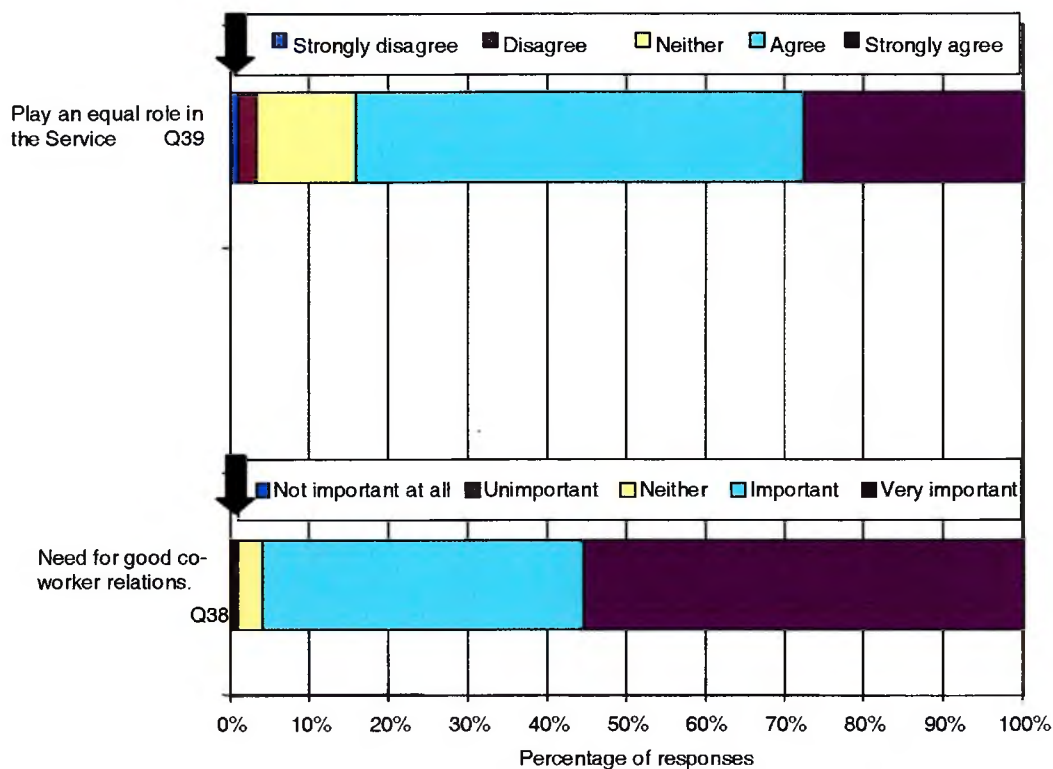


Chart 7.4 HE love & belongingness need satisfaction

To summarise, the re-administration of the research questionnaire with the HE sample of ancillary workers has shown some support for Maslow's four higher need classifications (Research Question I) and has added reliability to the NHS findings. Three of the four factors that have been identified closely correspond to Maslow's descriptions and were established as reliable and valid factors. These are:

- ❖ **Safety** – The personal safety of the HE ancillary workers was measured by job security (marker variable) and pay in the predictability, stability and consistency that they can offer. Promotional prospects also measured these needs rather than the growth need and was considered to provide longer term financial and work role security and so has similar appeal to the aforementioned items.
- ❖ **Love and belongingness** – Co-worker relations were measured by the items on this need specifically the worker's sense of belonging to the team and making a valuable input (playing an equal role – marker variable). Also the importance of



*having affectionate relationships for the smooth running of the service and thus being accepted by and affiliated with others.*

- ❖ **Esteem** – *Items related to the association between the ancillary worker and their managers and the wider organisation. The trust of management, sense of being kept informed and overall management relations (marker variable) all provide the opportunity for appreciation, recognition and respect for the worker thus considered to appeal to their esteem needs. The organisational systems including suggestion schemes and complaints procedures are also considered to provide the opportunity for recognition, confidence and feelings of self worth. Those measuring levels of autonomy also measured esteem in the freedom and independence enjoyed in the work role.*

Support was also shown for the adaptation of the personal safety need that was identified in the primary investigation with NHS ancillary staff. For the HE sample, the

- ❖ **Institutional safety** – *was also found. Once again the trade union items that loaded on this need are considered to appeal to the security, stability and fairness needed by individuals in the work place. The role of the trade union is to protect the terms and conditions of employment of their members through group power, and as such is more appropriately labelled institutional safety than personal safety.*

At this second stage of the investigation these results demonstrate support for the applicability of three of Maslow's need classifications in the work place and the new more organisational-based safety need. Both needs at the extremes of Maslow's theory of motivation failed to load for need satisfaction with the HE staff, which was also found in the NHS research and extends the findings' generalisability. Although established as inappropriate for this cultural context, the marker variable originally selected for physiological needs (rate of pay) loaded with safety needs and repeats that found for the NHS sample. This confirms the absence of the need as a specific source of motivation in the work role, or characterises the need as too biologically based for this investigation to encompass. Because this is such a primitive need, it may also be the case that it has not been effectively operationalised in the research and so its lack of support



is a result of the research instrument. This will be further considered in the next chapter.

Self-actualisation also failed to load with its marker variable (promotional prospects) instead measuring one of the lowest needs (safety). It may again be the case that promotional prospects for ancillary staff are not the route through which they can become all they can become and self-actualisation is achieved outside the work role. This need was only found in the need importance of the NHS staff, so the failure for it to be found in the need satisfaction of the HE staff is not disproving of the NHS results.

Further consideration will be given to the differences in items measuring the need satisfaction of the NHS and HE ancillary staff in the next chapter, but firstly the remaining results of the questionnaire's second administration will be considered.

### **Need Importance**

An 18-part question format was used to evaluate the need importance of the HE staff, compared to 20-item format previously used, since two of the questions were inapplicable to this sector. The internal consistency of the need importance questioning was again met for this sample ( $\alpha=.8432$ ).

As with need satisfaction, confirmatory factor analysis with oblique rotation with a Delta of 0 was performed for need importance. The results for the HE sample are shown in Table 7.3.

Question	Definition	Safety	
Q14L	Good promotional prospects	.79449	-.10232
Q14B	Good bonus scheme	.69899	.32748
Q14F	Good training opportunities	.69609	-.17255
Q14G	Overtime opportunities	.69113	-.19318
Q14E	Opportunities for multi-skilling	.63533	-.07346
Q14J	Good Pension Scheme	.60935	.08376
Q14T	Union representation	.48027	-.14050
Love & Belongingness			
Q14M	Friendly atmosphere	-.01553	-.02626
Q14H	Job security	.14583	-.01077
Q14K	Number of days Annual Leave	-.09107	-.16049
Q14A	Good rate of pay	.00686	.09278
Q14C	Good relationship with co-workers ✓	.01141	-.08713
Esteem			
Q14Q	Contact with supervisor ✓	-.11022	-.78377
Q14R	Contact with supervisor's boss	.11700	-.73689
Q14D	Pride in service	-.02572	-.64406
Q14S	Job variety	.32368	-.53455
Q14I	Good management style	.16224	-.49309
Q14N	Contact with customers	.34536	-.47696

Table 7.3 HE Need importance pattern matrix

✓ Successful marker variables

Three factors have emerged for the need importance of the HE ancillary staff. All of the factor loadings are again considered significant using Hair *et al's* (1998, p. 112) guidance. Previously the marker variables have been good guidance for the labelling of factors, however with two of the factors that have loaded for need importance they have been divisive. Two other researchers were consulted in the process of labelling these factors to consider this, which helps establish external validity in the markers and labels assigned.

The first factor to load contained the marker variable for Maslow's ultimate growth need of self-actualisation (good promotional prospects). Other items that loaded on this factor were also found to measure this need in the NHS need importance analysis, that were good training opportunities, overtime opportunities and opportunities for multi-skilling. However an alternative label for this factor is that of safety need importance since it more closely reflects the remaining items that have loaded. Those measuring the importance of a good bonus scheme, annual leave, a good pension scheme and union representation were considered to measure safety need importance in the NHS staff and so can also be seen as such for the comparative group of ancillary staff. All the items can be considered to reflect Maslow's safety need description and previous tests of this need whereas only a selection reflect the growth need. His description identifies the need to be safe from harm, for a predictable world, consistency, routine, fairness, security and stability, to which the majority of the items can appeal. Financially rewarding security provided by bonus schemes, pension schemes and overtime opportunities can be considered to provide a predictable and consistent world, and union representation has been seen to provide more workplace specific safety in the previous analyses and so can be regarded as appealing to Maslow's description of fairness and stability. The items initially related to personal growth i.e. promotion, training and multi-skilling, can instead be considered to provide longer term financial stability and security in the employability of the individual and their value to the organisation. Following consultation with other researchers this factor has been labelled safety need importance.

The marker variable designed for safety need importance has in fact loaded with the next factor though, but does not accurately reflect the other items with which it has been associated. The importance of job security loaded as predicted with other safety needs for the NHS staff, however for the HE staff it instead co-varies with items closely associated with love and belongingness needs. One of the items that it has loaded with is the love and belongingness need marker variable (good

co-worker relations) and a further item that closely matches Maslow's description of this need - 'a friendly atmosphere'. This latter item also loads highest on the factor and so supports giving more weight to the love and belongingness need marker variable over that used to predict safety needs. Maslow's need for affectionate relationships, caring for others, belonging to a group and being accepted by and affiliated with others, has been identified in this factor rather than the lower safety need more accurately encompassed in the previous factor. Once again other researchers have been consulted and agree with the labelling to add external validity.

The esteem need marker variable (contact with supervisor) has loaded highest on the final factor, and all the items are considered to closely reflect Maslow's description of this need therefore validating the label. Contact that staff have with their supervisor, supervisor's boss and customers, and having a good management style, are all considered to provide the opportunity for recognition, appreciation and respect which Maslow used to describe esteem. The importance of pride in service can also be regarded as providing esteem in the feelings of self-worth and being useful to the world which again corresponds to the needs' descriptions. Job variety also loaded on this need and perhaps provides the opportunity to display skills and capabilities that will impact on their esteem. The factor therefore can be confidently labelled as Maslow's esteem need using the marker variable, need descriptions, previous tests of the theory and other researchers' support.

The labelling of factors is a subjective process, and can often cause problems. However content validity is added to those labels chosen for these results by using Maslow's need descriptions and external validity improves by consulting with other researchers and consulting previous applications. Each factor will now be considered.

### **Factor one – Safety Needs**

Using Maslow's descriptions, the first factor has been labelled safety need importance. Loading highest on this need was the importance of good promotional prospects (question 14L) to the HE staff but was predicted to measure esteem or self-actualisation. Others have also used promotional prospects to operationalise the esteem need e.g. *'the prestige of my position inside the company (that is regard received from others in the company)'* (Porter, 1961); *'I have a good chance of*

promotion' (Berl *et al*, 1984); and 'I felt there was a good chance that I'd be promoted' (Friedlander, 1963). However this was not found to be the case for the HE ancillary staff in their esteem importance or satisfaction, as it has loaded with other items more strongly associated with safety motivation. Perhaps the difference in the findings is due to the nature of the sample or the cultures within which they work since the aforementioned studies all assessed work motivation in professional, managerial or sales staff employed in US private companies. It may be that more opportunities for promotion exist for these staff in these organisations compared to the low-level ancillary role within the UK public sector and so it is a realistic achievement for them; or the type of individual that occupies these higher level roles are more ambitious and highly motivated by getting ahead in the organisation through promotion. Achieving promotion for them therefore would then develop feelings of self-worth, appreciation and recognition, but this result suggests that this is not the same for HE ancillary staff. Promotional prospects for these staff are considered to instead measure the need for stability and consistency and protecting longer-term security in the financially rewarding work role. Chart 7.5 illustrates the importance of such prospects to the HE staff, showing that just over a quarter of the sample found promotional prospects to be neither important nor unimportant but the majority of those remaining rated them as important.

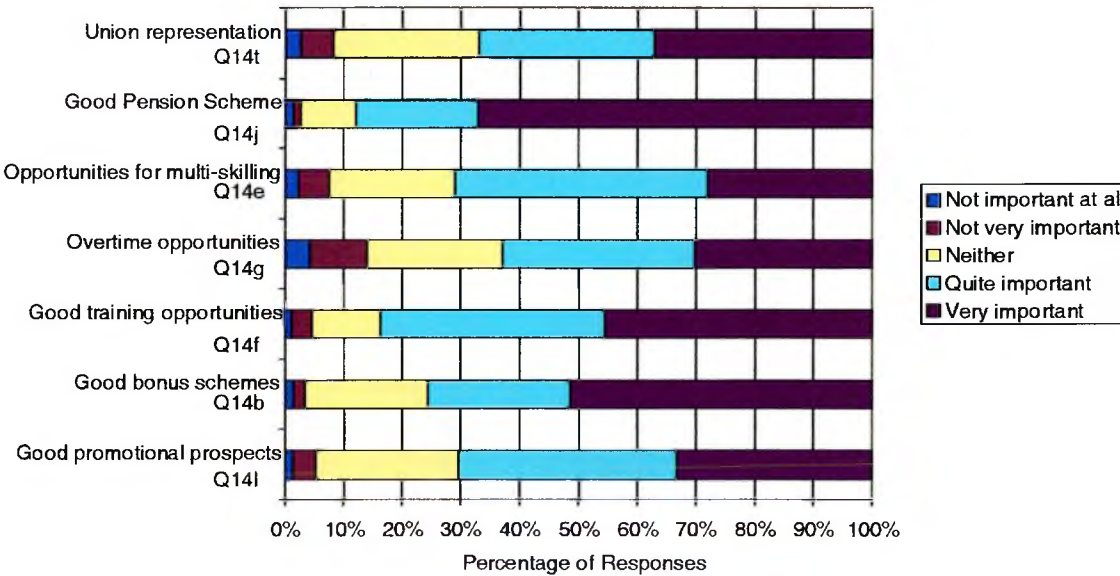


Chart 7.5 HE Safety need importance

Also measuring safety needs was the importance of a good bonus scheme (question 14B) which provides additional financial security for the worker. Although not a regular or guaranteed source of income, financial reward and

security can help people to be safe from harm and establish consistency in life. Just over half of the HE ancillary staff rated the schemes as very important, although the focus groups showed them to be of much less significance. This item was thought to some extent to reflect Hall and Nougaim's (1968) measures of achievement and challenge testing esteem needs, in - *"the need to compete with some challenging standard of excellence, with internal or external"* (p. 18). Bonus schemes could be regarded as an additional challenge in the work role that can develop respect and recognition, however this result would suggest that they motivate ancillary staff at a more basic level. The HE staff would appear to consider only the financial outcomes of the bonus schemes and the additional stability and predictability that they can bring to their life.

The importance of good training opportunities (question 14F) also loaded as a safety need measure and although this was initially predicted to measure growth needs, this significant loading would suggest that a much lower source of motivation is being measured. Previous studies of motivation in managers, engineers and accountants have used questions on professional and personal growth to measure self-actualisation (e.g. Hall and Nougaim, 1968; Friedlander, 1963; Roberts *et al*, 1971; Porter, 1961). It may be the case that such dedicated and professionally trained staff, have a higher regard for training, and from aligning their professional and personal goals see it as a mechanism for ultimate achievement. In staff where work and personal goals are less likely to be aligned, organisational development opportunities may not appeal to their ultimate growth but rather a lower level of motivation<sup>24</sup>. For the ancillary staff it would appear that training opportunities appeal to the same long-term safety need as promotional prospects. Perhaps the development of skills and capabilities that training provides are considered in terms of establishing employability rather than personal development, and so regarded in terms of securing the work role. O'Bryan and Pick (1995) recognise that training provides greater job security by demonstrating the employee is worthy of investment and will be around for the organisation to reap the benefits (p. 17-19). The HE ancillary staff found training opportunities to be of great worth, with 83.7% of the sample assigning the opportunities with importance.

Overtime opportunities (question 14G) also measured safety need importance, and were predicted to measure safety rather than the more basic physiological need.

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<sup>24</sup> The focus groups showed a negative reaction to training opportunities, or at least the sheer volume of training offered.

Items relating to financial rewards have been found to motivate at the safety need level in the ancillary staff rather than physiological needs as such primitive needs are generally guaranteed. Finances therefore establish predictability, stability and consistency that an income can bring to everyone in western society, and is similarly true for the additional income that overtime opportunities allow. The HE staff rated overtime opportunities with some importance, with 63% of the sample rating them as important or very important.

Opportunities for multi-skilling (question 14E) also loaded as a safety need rather than as predicted with self-actualisation. It would appear from this result that HE ancillary staff do not regard the development that multi-skilling brings as personal growth, self-fulfilling or accomplishing (as shown in professional staff in previous studies) but instead consider the stability that having the skills can bring to the job. The variety of skills and capabilities that the worker acquires through multi-skilling can be considered to help establish them in the workplace and stabilise their position, thereby providing long-term security. A large proportion (71%) of the HE ancillary staff found multi-skilling opportunities to be important, which suggests their motivation to widen their skills and secure their position.

The importance of a good pension scheme (question 14J) loaded as predicted in testing the longer-term safety needs of the staff. Financial security after the working life is over can provide a predictable world and help protect individuals from harm. The importance of such safety was high for this sample, with nearly 70% rating this as very important and a further 20% rating it as important. Longer-term safety is indeed a motivation for these workers.

The final item to load with safety needs is the importance of union representation (question 14T) which has previously measured a distinct institutional safety need. The significant loading would instead suggest that personal safety is being measured. The HE ancillary staff are perhaps motivated to establish fairness in working terms and conditions on a personal level, rather than a separate one for their role in the organisation. Instead these staff may have internalised the institutional safety need. From Chart 7.5 above, it can be seen that trade union representation was important to 67% of the HE sample.

**Factor two – Love & Belongingness needs**

The loadings on the second factor are considered to be close to Maslow's descriptions and previous tests of love and belongingness needs. The item correlating highest with this need is the importance of a friendly atmosphere (question 14M) which was initially predicted to measure this need. The opportunity to create warm and affectionate relations with co-workers as well as supervisors, customers and other departmental staff is considered to be measured by this item which closely reflects Maslow's descriptions of the need. Previous measures of Maslow's hierarchy have also included love and belongingness need measures that concern relations with co-workers, such as *'the working relationships I had with my co-workers at my level was very good'* (Friedlander, 1963, p. 248); *'the opportunity to develop close friends'* (Roberts *et al*, 1971, p. 207); and *'Do you have friends in the work place?'* (Shoura and Singh, 1999, p. 47) which validates this research's findings.

Chart 7.6 illustrates that a large proportion of the sample (79.1%) rated this feature as very important which would suggest that a friendly atmosphere in the workplace is highly motivating.

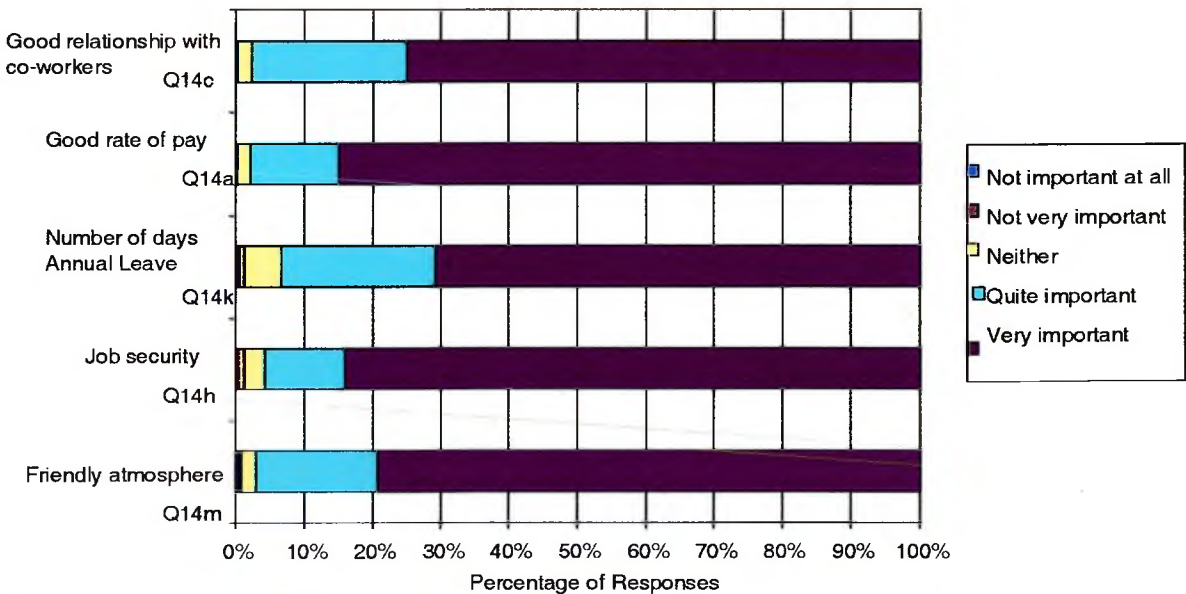


Chart 7.6 HE Love & Belongingness need importance

The safety need marker variable (job security) loaded next with the love and belongingness need, which was of course unexpected. It would not appear to be a source of love and belongingness motivation but it may be that HE ancillary staff interpret security in the work role as a sense of belonging to the organisation.



Instead of measuring love and caring relationships, job security could demonstrate the need to be accepted and affiliated to others. A similar result was also found by Friedlander (1963, p. 248) when testing Maslow's model with professional and managerial workers, where *'I felt secure in my job'* also loaded with co-workers related measures, but was still labelled love and belongingness needs. This then lends validity to persisting with the 'love and belongingness need' label in this research. This was one of the most important items to the ancillary staff with 83.9% rating this with the highest importance and a further 12% rating this as important. According to Maslow's theory the extreme importance of this love and belongingness need item indicates that it is currently deprived and so a great source of motivation, but the relationship between need satisfaction and importance (Research Question II) will be considered further in Chapter 11.

The importance of the number of days Annual Leave (question 14k) and a good rate of pay (question 14A) also significantly loaded with love and belongingness needs, perhaps for similar reasons as that given for job security. The first item was initially predicted to measure safety need importance in the *'amount of predictability and order in one's position'* (Mitchell and Moudgill, 1976, p. 339) since awareness of the number of days annual leave can help to structure work and home life, and add predictability. Awareness of one's income can also provide for predictability in the goods and services that one can afford outside of work, however these significant results have shown them to measure love and belongingness needs for these staff. As with job security, perhaps these indicators of employment status within the organisation make them feel part of that organisation and belonging to the service group. Although the number of days annual leave that the participants were awarded were very important to them (70.8%) they were not as important as a good rate of pay (83.9%) which was rated with utmost importance. This high importance would again suggest that the need is deprived and so a source of motivation.

Good relationships with co-workers (question 14C) was selected as the marker variable for this need as it is considered to closely reflect Maslow's description for love and affectionate relationships, caring for others and being accepted and affiliated with others as well as measures used in previous studies of this need. The marker variable was the last to load on this need, but was still significant ( $>0.30$ ). As shown in Chart 7.6 good relations with co-workers were of great importance to the majority of the HE participants (74.9%).

The measures closest to Maslow's description of this need and those used in previous applications loaded on this factor which included co-worker relations and friendly atmosphere, and so helps to validate the love and belongingness need label. The remaining items are not typical measures of this need and although significant they may be imprecise, although all the items can be understood in terms of the belongingness and affiliation sources of motivation so their appropriateness remains apparent.

### **Factor three – Esteem needs**

From Maslow's description of the need and consequent concepts utilised to measure his theory, the final factor is considered to closely reflect Esteem motivation. First to load is the importance of contact with supervisors (question 14Q) which was selected as the marker variable for this need in its close reflection of Maslow's descriptions of the esteem need. Relations with superiors can provide the scope for recognition, respect and appreciation, which are sources of esteem motivation according to Maslow. Contact with the supervisor's boss (question 14R) was next to load on this need and again provides the scope for recognition and value. Esteem received from others such as superiors in the work situation can also impact on the need for self-esteem and feelings of self-worth in the work role. Previous studies have also measured esteem using 'respectful relations', however none have directed questioning to superiors since the samples have comprised already quite senior or professional staff. For example Mitchell and Moudgill (1976) measured esteem in accountants and engineers using the *"recognition or credit from co-workers when one does a good job"* (p. 339) and Shoura and Singh (1999) used the esteem measure for engineers *'Do you get respect from others in your job?'* (p. 47). For the lower level ancillary staff, management relations can provide scope for respect and are considered important for the HE staff. Contact with the manager was important to the HE staff, but contact with the immediate supervisor was more important to a higher proportion of the sample. This is shown in Chart 7.7 below, where 83% of the staff rated contact with the manager as important or very important, 91% rated contact with the immediate supervisor with such value. It is more likely that the staff will have a higher degree of contact with their immediate supervisor than manager and so there is increased opportunity for esteem through contact with the former than there is the latter which may explain the assigned importance.

Also loading with these items, is the importance of pride in service (question 14D). This item was included as a direct measure of esteem needs appealing to Webley's definition of pride as *'an emotion elicited by one's own or others' achievement and associated with self-esteem and positive self-image'* (1997, p. 323). Pride in the work performed can be realised through the feedback received from others for example through contact with superiors or with customers. When one performs a task well there are also accompanying feelings of respect and dignity which then relates to personal feelings of self-worth, confidence and adequacy of being useful to the world, which Maslow used to describe self-esteem. Many other studies have included direct questions of self-esteem to measure esteem such as *'Do you derive a sense of self-esteem from your job?'* (Shoura and Singh, 1999) and *'the feelings of self-esteem a person gets from being in my management position'* (Lawler and Suttle, 1972). However it was considered to be more appropriate to ask staff at this level about the pride they felt in the service they delivered than their self-esteem as it was thought to be a more familiar term to the ancillary staff. The pride that the sample took in the service they provide was very important to the majority (70%) with only 0.2% rating it as not important at all.

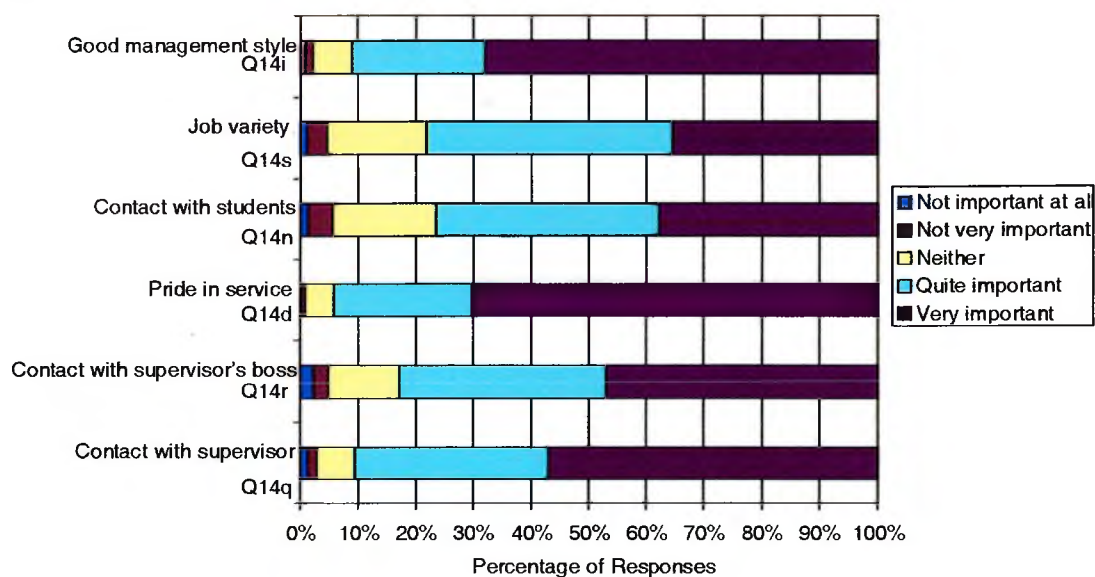


Chart 7.7 HE Esteem need importance

Contact with customers (question 14N), who for this sample were students also measured the esteem needs of the participants. Work often becomes meaningful when it is seen as an end product and in relation to those who it effects (e.g. Hackman and Oldham's, task significance). The importance of contact with the end users of the products is considered to appeal to the esteem received from

others, which again influences self-esteem. Once again this is similar to the aforementioned measures of self-esteem used by Lawler and Suttle (1972) and Shoura and Singh (1999) especially when one is in contact with those that experience the end product of their service. This contact was considered of some importance to 74.3% of the HE staff which indicates the degree of esteem motivation in part if the process of motivation proposed by Maslow is true (Research Question II).

The importance of job variety also loaded with the esteem need. It was thought that variety in the work role would motivate the ancillary staff's self-actualisation needs in the opportunity it provides for new and stimulating experiences, allowing talents and skills to be realised through widening opportunities. Job variety could also reflect Hall and Nougaim's self-actualisation measure of *Stimulation* that addressed "*the need for activity which stimulates curiosity and induces excitement. The need for interesting work, for unique and varied experiences*" (1968, p. 18). However self-actualisation has not been found to be a source of motivation for these ancillary staff at all, with other developmental measures loading with safety needs. It would appear from this significant loading that job variety at least motivates at a higher level, suggesting that their skills and abilities display their confidence, achievement and perhaps increased independence with such a varied work role. Job variety was important to 78% of the HE ancillary staff sample, which suggests that the independence, competence and associated feelings of self-worth are valuable to the workers.

The importance of good management style also reflected Maslow's esteem need classification (question 14I) as predicted for any contact with supervisors and supervisor's boss. The regard received from superiors, not only in direct communication and compliments, but also the respect issued through fair treatment is considered to impact on both types of esteem described by Maslow – esteem from others and self-esteem. A good management style was very important to 68.1% of the sample and important to a further 23%, which corresponds to the importance of contact with superiors. Further investigation on management style is explored in Chapter 12 where social influences on motivation are considered.

There is strong support from Maslow's descriptions and previous applications of the theory in the workplace, to support the items loading on this need as measures of esteem motivation.

## Summary

Three needs emerged in the HE ancillary staff's need importance compared to the four found for their need satisfaction. There was correspondence between three of the four needs though, with only institutional safety not being found as important for the HE staff. Five needs however were found for NHS staff's need importance which would imply that motivation is structured differently for staff in different sectors, although three of these needs were shared with the HE staff suggesting a degree of universality in the structure of motivation. As a test of the reliability of the results, this equivalence lends support to some of Maslow's need classifications and consequently Research Question I. The three needs that emerged as important that matched those found for NHS need importance were:

- ❖ **Safety** - *Items that measured this need's importance for the HE staff considered personal security in the work role. Training, multi-skilling and promotional opportunities considered the security of the individual in the work role and their development to assure longer term financial provision. Other measures also related to financial reward and security with bonus schemes, overtime opportunities and pension schemes that allow stability, consistency and fairness. Trade union representation also measured the personal safety of the HE worker rather than a distinct institutional safety need that was found for their need satisfaction and that of the NHS worker. HE staff must instead internalise the need for fair terms and conditions of employment as part of their immediate safety than one specific to the institution, or they don't need an association to protect them.*
- ❖ **Love and Belongingness** - *Items that measured this need related to good co-worker relations (marker variable) and a friendly atmosphere which are considered to allow close and affectionate relations to be formed and being accepted by others. These items have been stable in measuring this source of motivation throughout need satisfaction and importance analyses in the HE and NHS staff, distinguishing them as reliable measures of this need. Other items measuring this need's importance are considered to relate more to the belongingness need and being accepted by others. The traditional safety need items of job security and a good rate of pay as well as number of days annual leave measured the belongingness need for the HE staff. Perhaps staff groupings are determined by pay, grade and status levels within the organisation which could then motivate the workers to belong to a particular*

*group and be affiliated and accepted by these groups. However these items have measured safety need satisfaction for these workers and those in the NHS, so the reliability of this finding is uncertain.*

- ❖ **Esteem** - *Stabilised measures of this need appear to be those relating to the contact staff have with their superiors and the wider organisation. Items measuring the importance of contact with the supervisor (marker variable), boss and the management style all evaluated HE staff's esteem needs. These items have also measured their esteem need satisfaction and the same for the NHS staff, thus increasing the reliability that one can conclude they are accurate measures of the need. This is mainly due to the opportunity created through this contact for appreciation, recognition, achievement and prestige. Other items measuring this need were contact with customers which again provides scope for appreciation and respect; pride in service which relates to self-esteem and feelings of self-worth; and job variety which can lead to confidence in one's abilities and potential freedom in the work role.*

The discovery of these three needs in the need importance of the HE staff provides empirical support for the majority of Maslow's need classifications (Research Question I). These have been identified using several checks of reliability and validity. Once again the extreme sources of motivation of physiological and self-actualisation were not uncovered in this analysis, which was also the case for the HE staff and the NHS staff's need satisfaction. The growth need that was found for NHS need importance was not confirmed by the HE staff, where development opportunities were considered as securing the work role in their association with safety needs. The absence of physiological needs yet again supports the rejection of the need as an appropriate source of motivation in today's society but particularly in the workplace.

Further consideration of these results is needed to establish their reliability and generalisability in testing Research Question I, by comparing the needs found for the NHS and HE staff, and giving particular consideration to the items that measure these needs in the different arms of the public sector. This is considered necessary to give a thorough and reliable understanding of the structure of ancillary staff's motivation.

## **Chapter eight**

### **Reliability considered**

Within this chapter the results for need satisfaction and need importance found for the NHS and HE ancillary staff, will be considered to establish the fit of Maslow's classifications of human motivation (Research Question I). By comparing the sources of motivation for the ancillary staff in the two different arms of the public sector both the validity and reliability of the results can be further examined.

Not only will the existence of the needs be contemplated to test Research Question I, but also the nature of the items found to measure them. Those that have consistently loaded on needs for the different sets of ancillary staff across need satisfaction and importance will be considered for their validity as true measures of motivation for the public sector support staff. The items that are identified will add to management knowledge in understanding the nature of motivation in ancillary staff, but also to the fields of organisational behaviour and Maslovian psychology as established measures of the model in these staff.

To understand the true mutuality of the motivational items across the public sectors, and thus their reliability in measuring the need, the independent samples t-test is used. This calculates whether any differences uncovered between the means of two samples can reflect a true difference in the means of the two populations or whether this is merely a result of the samples. The test attempts to evaluate whether an obtained difference between the means is sufficiently large to be able to conclude that it was unlikely to have arisen simply as a result of the sampling (Simpson, 1994, p. 29). Once again data has to meet several assumptions for the t-test to be applied, which are evaluated in Appendix 22 and show the test to be suitable.

The appropriateness of Maslow's need classifications and measures will now be given full consideration using the results found for the motivation of the NHS and HE ancillary staff as well as those of previous applications.

Need Satisfaction

The need satisfaction of the ancillary staff in the NHS and HE sectors are compared in Figures 8.1 – 8.6 below based on the factor analytic results. The motivational needs are considered in the order described by Maslow rather than the order which they each loaded (that is the percentage of the variance that the factors explain<sup>25</sup>). This approach is more complementary to testing Maslow's need classifications across two sets of staff, than one that is based on the principles of the statistics used. The correlation coefficient for each measure is shown on the figures to help understand the significance of the item in measuring the motivational need. All the loadings however across the tests have been shown to be significant according to Hair *et al*'s (1998, p. 112) guidelines based on sample size (sample >350 = 0.3).

Safety Needs

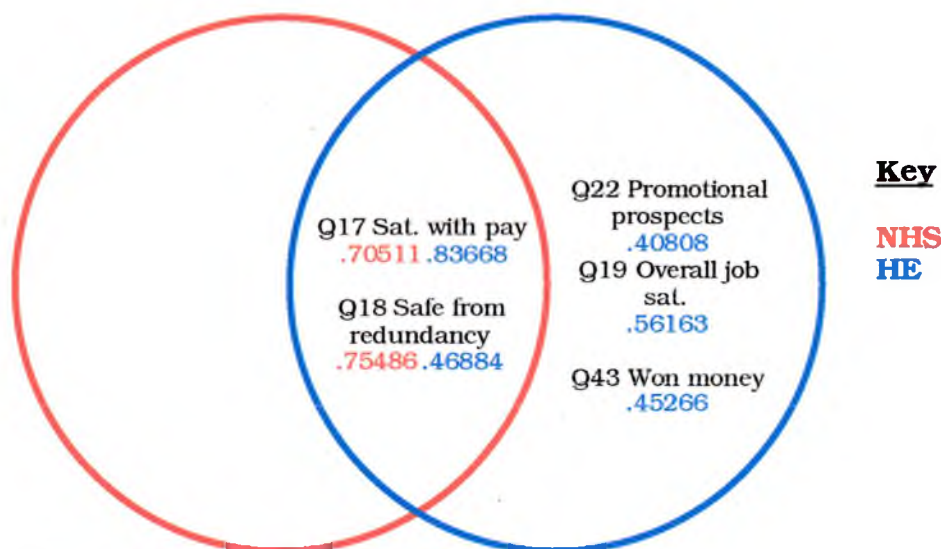


Figure 8.1 NHS & HE Safety need satisfaction

The factor analysis showed a need that was common to both NHS and HE staff that is considered to closely correspond to Maslow's safety need. The majority of the items that loaded related to the provision of stability, security, consistency and routine in one's work role and from this the wider role played in life.

<sup>25</sup> This information is provided in Chapter 5 for NHS and Chapter 7 for HE staff



Figure 8.1 above indicates that items found to measure safety need motivation in both sets of ancillary staff were satisfaction with rate of pay (question 17) and level of job security (question 18). The motivation for consistency and stability in the work role is considered to be accurately reflected by these measures, as they not only provide financial security in the work role but also the wider roles that one plays in life. This was also supported by previous studies of Maslow's model that measured safety motivation using items relating to predictability and security of the role (Mitchell and Moudgill, 1976; Porter, 1961; Shoura and Singh, 1999).

The t-test found a significant difference in the staff's motivation for these common safety need measures. The HE ancillary staff were significantly more satisfied with their rate of pay than the NHS staff (HE=3.5021, NHS=2.6481,  $p<0.01$ ). Feeling safe from redundancy was also significant, again with the HE sample enjoying a greater sense of job security than the NHS staff (HE=3.5742, NHS =3.1583,  $p<0.01$ ). The differences found between the ancillary staff could be the result of variations in the nature of the public sector. The data from the NHS staff was gathered prior to the introduction of the minimum wage, and from the HE staff following this introduction, which may have since improved the satisfaction of the NHS staff. There may also be a wider organisational issue that influences the satisfaction of staff with these sources of safety motivation that could not be uncovered with the approach selected. For example, with the NHS ancillary staff there is a greater gap between their pay and that of clinical and managerial staff than there is between HE ancillary staff and academic employees. Perhaps the NHS staff are more dissatisfied with their rate of pay because they compare this to what the doctors or nurses get paid.

A further explanation for the lower levels of satisfaction in the NHS staff with these sources of safety motivation could be the influence of Market Testing/ Compulsory Competitive Tendering in recent years. As the non-core business, cost cutting and service reconfigurations were often made to support services, which were accompanied by job losses and changes to ancillary staff's terms and conditions. Although the drive is now for Best Value, there is still uncertainty evidenced in non-clinical services. Because the changes are recent, NHS ancillary staff may still be attuned to the previous culture, which is then reflected in their safety need satisfaction.

It may also be possible that the differences found by the t-test in the safety need motivation of the NHS and HE ancillary staff are a result of the data. Although every attempt was made to gather the views of a representative sample of ancillary staff, it is always possible that the data is misrepresentative. Further data gathering could investigate this possibility but is beyond the scope of this research.

Pay satisfaction and job security are items that are considered to closely reflect Maslow's description of the safety need in the work role and previous safety measures used, and the common loading across the two samples is supportive of them as accurate measures of this need.

Also measuring safety motivation for the HE sample, were promotional prospects (question 22) and the two general measures of satisfaction – overall satisfaction (question 19) and the likelihood of continuing to work on winning a large sum of money (question 43). The general measures of satisfaction were included to strengthen the factors on which they loaded, and at this point they have done so for the staff's safety needs. Promotional prospects on the other hand were predicted to measure esteem or self-actualisation as used in previous studies of managerial and professional workers (Porter, 1961; Roberts *et al*, 1971; Shoura and Singh, 1999; Friedlander, 1963; Berl *et al*, 1984) with the opportunity they bring for appreciation, achievement, growth and recognition. This has shown to be the case for the NHS staff but for the HE staff this result indicates that they are motivated at a much lower level by promotional prospects and appear to regard them in terms of the future stability that they offer in the work role. Perhaps this difference relates to the structure of the NHS and University organisations and the working practices adopted. It may be the case that more opportunities for promotion exist for the HE staff so they do not signal recognition, appreciation or independence or they may consider them in purely financial terms and the stability and consistency that being in a better position brings.

The t test performed for these variables found differences between the NHS and HE staff in perceived promotional prospects and the likelihood of continuing to work if a large sum of money was won, however these were not significant. HE staff believed they had a greater chance of promotion in their organisation (mean = 2.2453,  $p > 0.05$ ) than their NHS counterparts did in their organisation (mean =

1.9371,  $p>0.05$ ), both however were still considered low. The structure of work also determines the structure of the work roles and the career paths available. Although support services have similar functions to perform with similar staff to perform them, methods of working increasingly reflect the management culture. There is a greater move towards team working in the HE and NHS sectors for example with teams responsible for cleaning a specified area or shift work teams. This structure should provide greater opportunities for team leaders or service supervisors, which then creates more promotional prospects for the ancillary workers. This difference between the NHS and HE staff with their work role development may reflect a difference between the sectors in work structure. Promotional prospects were only found to be a source of safety motivation for the HE ancillary staff, but since it closely corresponds to Maslow's description of the need, further analysis is necessary before rejecting this as a true measure of this need.

HE staff were more likely to continue with their job if they won a large sum of money (mean = 2.4391,  $p>0.05$ ) than NHS staff (mean = 2.2861,  $p>0.05$ ), but not significantly so. There was only a slight difference between the samples and so does not support the Null hypothesis that they are from different populations. Overall job satisfaction was also at a similar level across the sectors with no significant difference between the staff (NHS=3.79, HE=3.81,  $p>0.05$ ). The item only measured the safety need motivation of the HE sample, but again as a general measure of satisfaction, its reliability is of low concern.

This investigation does provide support for the establishment of satisfaction with job security and rate of pay as true measures of Maslow's safety need motivation in the work role for ancillary staff through their repetition. Further analysis of the data will follow (Chapter 9) to confirm these as true measures.

Institutional Safety Needs

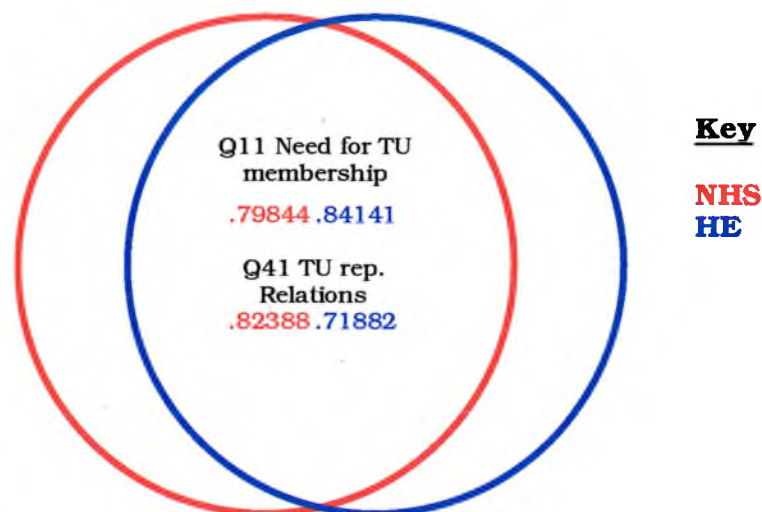


Figure 8.2 NHS & HE Institutional Safety need satisfaction

The measures relating to Trade Union membership and its general importance in the public sector loaded similarly for both the NHS and HE ancillary staff. The nature of the items that have loaded together represent the workers' safety needs in the work role and organisational setting, based on the collectivist approach that TUs adopt in establishing fairness, stability and security for workers' terms and conditions. The safety that TUs provide therefore is specific to the wider organisation, and can be considered distinct from the personal safety that the individual worker directly influences. As such this source of motivation warrants distinction from the safety need described by Maslow, and so has been labelled institutional safety. Reliability for the need is high with the common measures across the HE and NHS staff.

The general need for TU representation in support services across the public sectors was at a similar level for the ancillary staff (means HE=3.6913, NHS=3.6096,  $p<0.01$ ) but their ratings did significantly differ. This was also the case for the quality of relations with the TU representative where HE staff were more satisfied with their relations with the representative (mean=3.2365,  $p>0.05$ ) than their NHS counterparts (mean=2.9896,  $p>0.05$ ). This result may again be explained by the impact of the internal market in the NHS in recent years. Although TUs are considered important by the NHS ancillary staff and are called upon in times of uncertainty, they are not always successful in meeting the needs

of their members, as identified in some of the comments given in the focus groups. It is likely that the NHS staff have had more contact with their TU representatives because of tendering exercises and changing employers (NHS and contractors) than experienced by the HE staff, and so have more opportunity to be ineffective and less satisfactory. The service that is expected of the TU representative may be higher for the NHS staff than it is for the HE staff, due to this increased contact for the former over recent years. Perhaps the lower satisfaction of the NHS staff reflects a failure for the representative to meet these high standards and so may not reflect a true difference in satisfaction between the two sets of ancillary staff.

The significant difference between the satisfaction of staff with their representative may again be an outcome of the data rather than a true difference between the populations. However the common loading of the TUs measures across the two groups of staff supports them as true measures of the institutional safety motivation, as well as the existence of the need in the public sector work roles.

Love and Belongingness Needs



Figure 8.3 NHS & HE Love & Belongingness need satisfaction

The items relating to the worker's relations with their co-workers loaded together for both the NHS and HE samples, and from Maslow's descriptions and previous applications are considered to reflect the love and belongingness need.

The need for good co-worker relations for the smooth running of the service (question 38) and playing an equal role in the functioning of that service (question 39) required ancillary staff to consider their position in the service team. In the work role team relations provide the opportunity for affectionate relationships, being accepted by and affiliated with others, and to develop a sense of belonging to a team. In providing these opportunities, the items are considered to closely correspond to Maslow's love and belongingness need and the close correlation between these items in two separate samples increases the reliability of the items as true measures of the need in the workplace. It is common to measure this source of motivation in the workplace through co-worker relations (Hall and Nougaim, 1968; Porter, 1961; Friedlander, 1963; Shoura and Singh, 1999) which also extends the reliability of the items as true measures of love and belongingness motivation.

The t tests showed no significant difference to exist between the ratings for each variable. Both sets of ancillary staff rated the need for good co-worker relations with high importance (NHS = 4.55, HE = 4.50,  $p > 0.05$ ) and the majority agreed they played an equal role in delivering the service (NHS = 3.83, HE = 3.99,  $p > 0.05$ ). Love and belongingness need satisfaction was high for all ancillary staff across both parts of the public sector. This consistency between the measures of the need and the level of need satisfaction increases the reliability of this result, and supports the appropriateness of Maslow's love and belongingness need classification to these staff.

Esteem Needs

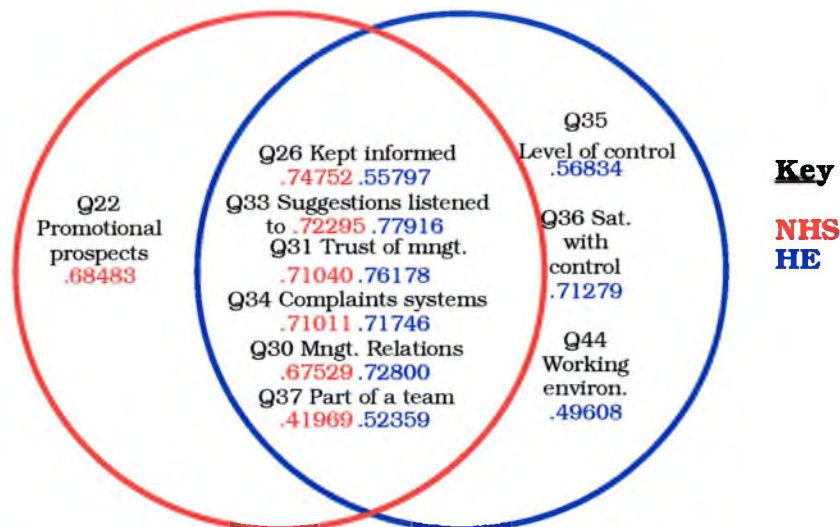


Figure 8.4 NHS & HE Esteem need satisfaction

One of the factors to load for both the NHS and HE staff was considered to correspond to Maslow's esteem need classification. The items that closely correlated were based on opportunities for recognition, attention and appreciation, which are considered to nurture feelings of self-worth, strength and capability. The majority of the measures were concerned with the ancillary staff's contact with their managers to provide the opportunity for esteem and also reflects those used in previous tests of esteem (Mitchell and Moudgill, 1976; Shoura and Singh, 1999).

The figure above illustrates the extensive number of items that universally measured NHS and HE ancillary staff's esteem needs. Those relating to being kept informed, having suggestions listened to, trusting management, the quality of the institution's complaints systems, overall immediate management relations and feeling part of a team, were common esteem need measures for both groups. Recognition and appreciation can be developed through suggestion schemes, management relations and trusting management. Ancillary staff can also sustain feelings of respect from managers and the wider organisation through being kept informed, having an effective complaints systems and from co-workers by feeling part of a team. The reliability for these items as true measures of the need, as well as the esteem need itself, is high through this duplication.

The t-tests found no significant differences between the ancillary staff in their feelings of being kept informed (NHS = 3.24, HE = 3.34); that their suggestions were listened to (NHS = 3.12, HE = 3.12); the quality of management relations (NHS = 3.79, HE = 3.80); and feeling part of a team (NHS = 3.84, HE = 3.87). On all these aspects, esteem need satisfaction was at a similar level for both types of ancillary staff.

The level of trust that the staff had for their management did significantly differ though, where the HE staff were more trusting than the NHS staff (NHS = 3.28, HE = 3.43  $p < 0.05$ ). The repeated loading of this need with others related to feelings of respect, attention and appreciation, adds reliability to the item as an accurate measure of esteem needs. It is unsurprising that the degree of esteem need satisfaction differs between the staff since individual managers employ different styles of managing from which trust flourishes. This suggests a social influence on motivation, perhaps related to the style of management, which is considered further in Chapter 12.

Satisfaction with the effectiveness of the organisational problem solving/ complaints systems also differed significantly between the NHS and HE staff. HE staff were significantly more satisfied with their systems (mean = 3.29) than the NHS staff (mean = 3.15,  $p < 0.05$ ). The views of ancillary staff across 8 universities were gathered and those across 25 NHS Trusts, so it is unlikely that the complaints systems are exactly the same at all institutions. Satisfaction with them will therefore undoubtedly diversify because of the variety, as has been shown for these staff. The item has shown to be a reliable measure of esteem needs nevertheless, potentially through the respect the problem solving systems fosters between the worker and the wider organisation by signalling investment in staff. Esteem satisfaction with these systems is less widespread though.

Differences also arose in the items measuring esteem, which suggests they are less reliable measures of the need. Promotional prospects for the NHS staff also loaded with esteem needs, perhaps in the opportunities they provide for appreciation, respect and recognition. There has also been contradiction in the motivation that promotion appeals to in previous studies of Maslow's model,



where it measured esteem in salespersons (Berl *et al*, 1984), but self-actualisation in managers (Porter, 1961) and professional staff (Mitchell and Moudgill, 1976; Lawler and Suttle, 1972). It is unlikely that this level of manual worker would align their personal goals for self-actualisation with their work aspirations compared to that of managers and professionals, so using promotion as a measure of their motivation to achieve all they want to achieve or become all they can become, would be inappropriate. It was considered to provide opportunities for recognition, achievement and prestige though as has been shown for the NHS staff, compared to the need for stability and predictability in the work role that was found for the HE staff, but the difference questions its reliability. The culture of the organisations will undoubtedly influence the way that the ancillary staff regard promotion and may explain this result, but this will be further considered in the following chapters. The t test did not find a significant difference between NHS and HE staff's perceived opportunities for promotion, although HE staff rated them slightly higher (HE= 2.24, NHS=1.94,  $p>0.05$ ). It may be the case that the HE staff do *perceive* that they have greater promotional opportunities than the NHS staff, but in reality the chances are the same. The perception of such chances rather than the reality is still important as the individual's interpretations direct their motivation. Those in such lowly organisational positions are considered to have similar opportunities for advancement within the support function, particularly the uniform use across the sectors of teamworking that require team leaders and supervisory roles. Perhaps the difference in perception is due to the communication of these opportunities rather than their existence, which again has implications for the quality of management relations.

Questions regarding the level of autonomy experienced by the HE staff and satisfaction with this level (questions 35 and 36 respectively) also measured their esteem needs. The t tests showed that staff did not significantly differ in the level of control they experienced (HE= 3.7613, NHS=3.6261,  $p>0.05$ ) but HE staff were significantly more satisfied with their level of control than the NHS staff (HE=3.7877, NHS=3.1596,  $p<0.05$ ). It may be the case that any form of relationship with their management, especially the trust that they invest in the ancillary worker through autonomous working, provides the opportunity for achievement, recognition, independence and freedom. Although the HE staff felt less autonomous in their work role than the NHS staff, they were in fact very satisfied with a relationship that can foster feelings of self-worth, capability and prestige. The need for autonomy was identified as an extension of Maslow's esteem

motivation in managers (Porter, 1961) but for the HE staff it appears to measure the original source along with the other items on this factor. The next need shows that these measures of autonomy instead loaded together as a discrete need for the NHS staff, and will be considered shortly. Support for the items being reliable measures of the original esteem need is not yet dismissed until the NHS staff's autonomy need is considered.

General satisfaction with the working environment (question 44) also loaded with esteem for the HE staff. The variable was included as a general measure of satisfaction to strengthen the factor on which it loaded and has done so for esteem motivation, but it may also suggest that working conditions reflect the organisation's investment in the worker and the appreciation and respect that they have for them. T test results show no significant difference between the two samples (means HE=3.6366, NHS=3.5646,  $p>0.05$ ) in their satisfaction with the physical working environment. Although the item strengthened this need for the HE staff the measure cannot be considered completely reliable as it is not shared by the NHS staff.

Six items were shared however between the NHS and HE staff and all are considered to appeal to Maslow's descriptions of the esteem need for recognition, appreciation, respect and attention, as well as items used to measure esteem in previous applications. The reliability of items associated with management relations and the wider organisation is demonstrated as accurate measures of ancillary worker's esteem needs.

Autonomy Needs

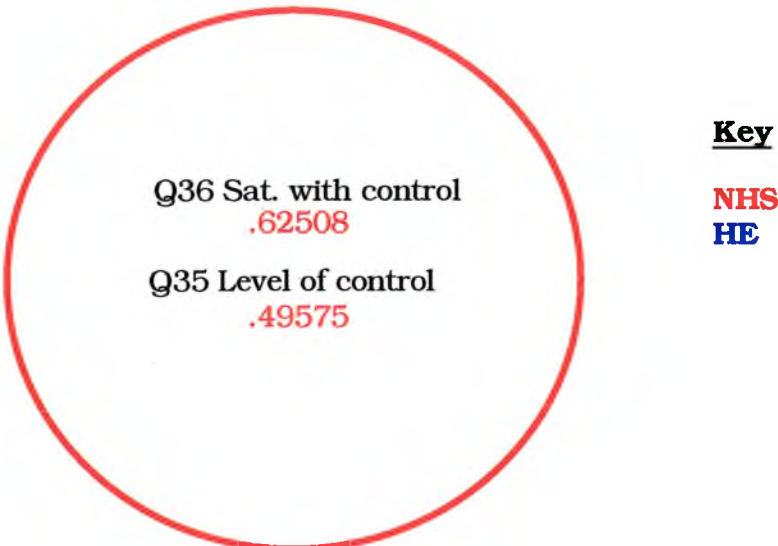


Figure 8.5 NHS & HE Autonomy need satisfaction

The items that measured the esteem needs of the HE staff loaded independently but significantly for the NHS staff. The level of control and satisfaction with this control that the NHS staff experienced were a distinct source of motivation for these staff, that closely corresponds to the need for autonomy. Although Maslow included the need for freedom and independence in his description of esteem needs, Porter (1961) identified a further esteem need in the motivation of his sample of bottom and middle managers since they

*“are logically distinct from other items that are more commonly associated with the term ‘esteem’.”* Porter (1961, p. 3)

In his study, sources of autonomy were those connected with authority, independent thought, goal setting and determining methods and procedures. In the present investigation of ancillary workers, opportunities for autonomy are at a lower, more basic level and are considered to relate to degrees of control and opportunities for independence.

Although the extent of control experienced measured esteem needs for the HE staff, it still remains independent from esteem in the NHS staff. Maslow included the motivation for independence and freedom in his description of esteem needs which matches that for autonomy. Perhaps Porter was wrong to distinguish the

autonomy need from esteem as they are so close, or at least this is considered inappropriate for these lower level staff. The opportunities available for independent thought and freedom within the organisations will also be influenced by the adopted management style and may explain why this loaded with other measures of supervisory contact for the HE staff and exclusively for the NHS staff. Perhaps the opportunities are more distinctive and explicit for the NHS staff compared to the HE staff.

The t test only found a significant difference between satisfaction with management control (HE=3.7877, NHS=3.1596,  $p<0.05$ ) and not with the level of control they felt they were under (HE= 3.7613, NHS=3.6261,  $p>0.05$ ). Both samples of staff felt they were controlled, but the NHS staff were less satisfied with this which could have a negative influence on their motivation. This may also be why the items have loaded away from esteem needs, since low satisfaction with control may give a different interpretation of self- respect, recognition and achievement. Further inspection of the data will help to establish the reliability of the items and the need for autonomy.

General Satisfaction

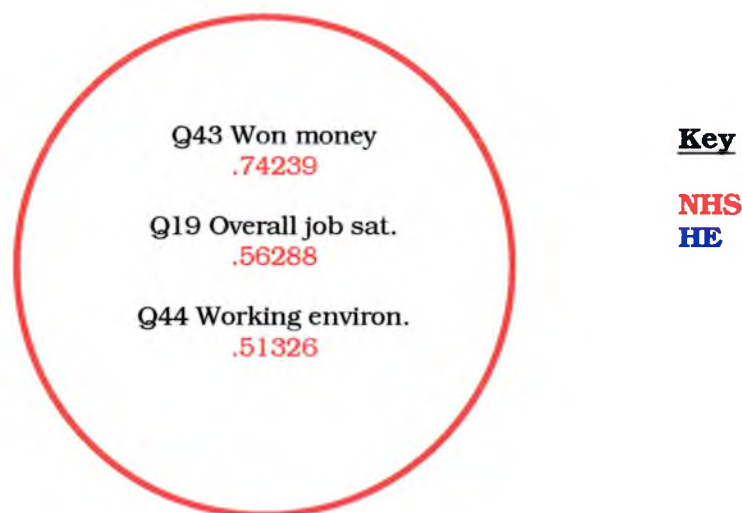


Figure 8.6 NHS & HE General need satisfaction

The general satisfaction variables that were included to strengthen the need items, loaded independently for the NHS sample. This was not the case for the HE sample, as these items strengthened their esteem and safety needs. Because the

results are so different for similar staff in matching sectors, it questions the accuracy of the items as measures of a specific form of motivation. Further consideration of these items will be given though before they are rejected as being inappropriate measures of ancillary staff motivation.

## **Summary**

In comparing the need satisfaction results of the NHS and HE staff, support can be shown for the appropriateness of several of Maslow's need classifications of motivation. The duplication of needs between the two samples are considered to improve the reliability of the results to support aspects of Research Question I. Not only were some of Maslow's needs supported, but so were the items for measuring them. The duplication of these items, designed to measure the need, also supports their development as reliable measures of motivation that will be of use to those with managerial responsibility for these staff, an interest in organisational behaviour or those applying Maslow's model to low level workers.

The forms and sources of motivation that were replicated by the ancillary staff are:

- ❖ **Safety** – *Measured by satisfaction with rate of pay and the level of security the staff felt in their jobs from being made redundant. These items are considered to measure the motivation for predictability and consistency from the work role to provide for one's personal life.*
- ❖ **Institutional safety** – *The duplication of this need and its measures supports it as being a separate form of safety from the previous need found. This form of motivation was measured by the need for trade union representation and the quality of relations with the trade union representative for both sets of ancillary staff across the public sector. This source of motivation considered the safety of the role in the workplace mainly in the terms and conditions of employment rather than personal safety for stability and security in one's personal life. Support is demonstrated to establish a new motivational source in the public sector work role.*
- ❖ **Love and belongingness** – *The need for love and affectionate relationships were consistently measured by the need for good relations with co-workers and the motivation to play an equal role in the service. Relations with other staff and*

*the sense of being part of a team were reliable items for measuring affectionate relations, giving and receiving love, being accepted and affiliated with others in the workplace. The duplication of items between staff extends their reliability as well as their appropriateness as measures of motivation in ancillary workers.*

- ❖ **Esteem** – *Many items were duplicated between the NHS and HE staff in measuring their need for recognition, appreciation, achievement, attention and respect. Items relating to the association of staff with their managers through trust, having suggestions listened to and problems dealt with as well as being kept informed, measured the esteem needs of both sectors' ancillary workers. Relations with co-workers also measured their need for confidence and appreciation, through feeling part of team. The reliability of this need and the items measuring this source of motivation are greatly improved with this result.*

These findings show considerable support for the appropriateness of the majority of Maslow's classifications of motivation being considered in this investigation. However motivation to satisfy the growth need did not materialise for the public sector workers and raises similar thoughts for this result as those shown in Chapter 6 discussion. Further consideration of the need's importance is required to ascertain whether growth and development is a source of motivation at all for these staff, before it is rejected as inappropriate to their motivation.

The duplication of three of Maslow's needs and a new need identified in this investigation suggest that they are forms of motivation regardless of sector. There is high face validity that the need for safety, love and belongingness, esteem and now institutional safety are truly human needs to the worker.

## ***Need Importance***

As shown for need satisfaction, the duplication of the need as well as the items illustrating the needs help to establish them as reliable and accurate measures of motivation and are considered to show support for Maslow's need classifications (Research Question I). To understand the consistency in work motivation between HE and NHS staff, the independent groups t-test was again employed. This helps to establish the true commonality of the items in testing for significant differences between the samples of public sector workers. The results for all need importance items can be found in Appendix 22.

Safety Needs

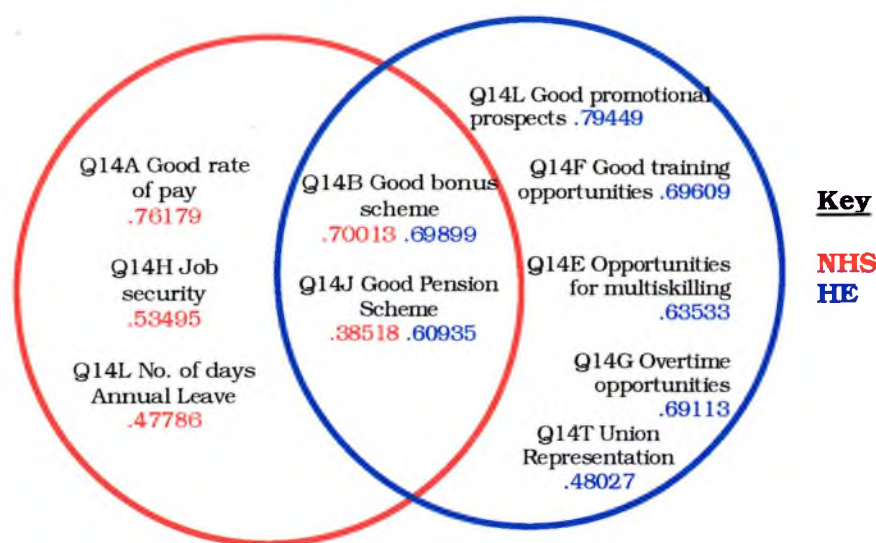


Figure 8.7 NHS & HE Safety need importance

The importance of being safe from harm, for security, stability and predictability were considered to be sources of motivation for both the NHS and HE ancillary staff. Figure 8.7 above shows that two items were common to the staff in measuring their safety need importance, which were bonus and pension schemes. Perhaps the additional financial security that bonus schemes allow will help the worker to establish immediate security and stability and then pension schemes will consider their longer term consistency and predictability in one's home life. Although these aspects of the work role were not measured in previous studies of Maslow's model, perhaps for being inappropriate sources of motivation in the work roles of U.S. undergraduates, engineers, accountants and managers, it was valid to include them for the UK ancillary staff. No significant difference was found in the importance assigned to pension schemes (NHS=4.40, HE=4.50,  $p>0.05$ ), however that assigned to a good bonus scheme did significantly differ. The NHS sample rated this as significantly more important than the HE sample (NHS = 4.30, HE = 3.67  $p<0.05$ ). This may be because bonus schemes are more prevalent to the NHS workers than the HE staff, and so they consider them as a much more important source of additional income than their education counterparts. Such schemes may not be as widespread in the HE sector, or perhaps not as achievable, so their importance and value is diminished because of failure to attain any sort of benefit. They may also have reduced safety motivation from these schemes because previous achievement has consistently failed or they simply are not available. On face value however, this result would indicate that the schemes are

available to ancillary staff in both arms of the public sector, but they are a greater source of safety motivation to the NHS staff.

Despite the significant difference in bonus scheme motivation, the duplication of both these financially rewarding initiatives on this needs' importance improves the reliability of the items as true measures of this motivation. The replication of a good pension scheme also strengthened its' reliability as a measure of safety needs.

Measures of safety need importance were also unique to each sample of ancillary staff. Job security (marker variable) and rate of pay measured the safety needs of the NHS sample as well as the number of days annual leave, but not for the HE staff. The financial security that the first two items provide are considered to correspond with Maslow's description of the need in providing a safe environment, with consistency and routine in the individual's world as well as previous applications of this need in establishing predictability and stability in the work role. Need satisfaction with these items also measures the safety need for the NHS staff as well as the HE staff so previous reliability of these items for measuring the need is supported with this result. Further consideration of the data should be undertaken before the importance items are rejected as inappropriate. The t test found significant differences in the importance assigned to a good rate of pay ( $p < 0.05$ ). The HE sample found a good rate of pay to be significantly more important to them than their NHS counterparts (HE = 4.8308, NHS = 4.7611) but no significant difference was found for the importance of job security (NHS = 4.81, HE = 4.85,  $p > 0.05$ ). The lower importance assigned to rate of pay by the NHS staff may explain why it has loaded with this lower level need, compared to the esteem needs measured in the HE staff. Perhaps there is a culture in NHS ancillary staff that is focussed around such financial security following recent tendering exercises and mergers and so motivates them at a more primitive level. Because their job has been threatened, safety needs to be established before higher sources of motivation can appear. Alternatively this finding may be a result of the data, which can also happen, but the NHS focus group validation did highlight safety issues as paramount.

Annual leave can also be understood in terms of providing stability and predictability for the NHS ancillary staff in organising their work and home life, but was not shared by the HE staff. Understanding how long staff have away from



the work place will help them to structure both their home and work life. The HE staff felt differently about this though, where they instead measured their love and belongingness needs and so questions the reliability of this item as a true measure of any source of motivation in Maslow's model. A significant difference was identified between the importance assigned to Annual Leave between the staff, with the HE staff rating them as significantly more important than the NHS staff (HE = 4.67, NHS = 4.57,  $p > 0.05$ ). This may suggest that HE staff have more annual leave than the NHS staff and enjoy the advantage of having guaranteed statutory holidays<sup>26</sup> which they have come to value, or it may be the case that they get so few days which is why they are so important.

Other items measuring longer-term safety needs loaded for the HE staff. The importance of training opportunities, promotional prospects and opportunities for multi-skilling were also found to measure the potential security of the worker in the organisation, but were predicted to gauge growth motivation. Previous studies of motivation in managers and professionals have included questions on professional and personal growth to measure self-actualisation (e.g. Hall and Nougaim, 1968; Friedlander, 1963; Roberts *et al*, 1971; Porter, 1961; Alderfer, 1967). However it could be true that professionally trained staff have a higher regard for training and progressing in the organisation that they use it as a mechanism for ultimate achievement. This would not appear to be the case for the HE staff who regard items relating to work role development as motivating at a much lower level. As a source of safety, these opportunities could suggest to the individual that the organisation values them and is willing to develop them and secure their longer-term position.

Overtime opportunities have loaded as predicted for the HE staff, as a measure of safety in the additional income that they offer. In the same way that pay provides stability, consistency and predictability in western society so too can the additional finances from working extra hours. Because the item hasn't measured the same sources of motivation for each set of staff though, it questions its reliability as a measure of safety motivation. Further consideration of the data is needed before this is rejected. Although they were different they were not significantly so with both the NHS and HE staff rating overtime opportunities as quite important (NHS = 3.69, HE = 3.74,  $p > 0.05$ ).

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<sup>26</sup> Ancillary staff are still needed in hospitals during bank holidays as the public don't stop getting sick, but universities can close because their demand is not as essential and so permitting the leave of all staff.

Union representation is another source of safety needs, but has previously loaded independently for need satisfaction and has done again for the NHS staff's need importance (which we will turn to next). This item has been argued to measure a sense of stability and safety that is distinct to the workplace setting, and particularly to the public sector. Perhaps by loading on this lower need for the HE staff it signifies a difference between the two arms of the public sector but continues to support it as a measure of safety. The t-tests found no significant difference between the two samples of ancillary staff in the items found to measure safety motivation in the HE staff. Although the importance ratings did not significantly differ, the lack of consistency in safety need importance measurement questions the reliability of the items as appropriate to both samples. Further consideration of the data will determine this, and is looked at in Chapter 10.

**Institutional Safety Needs**

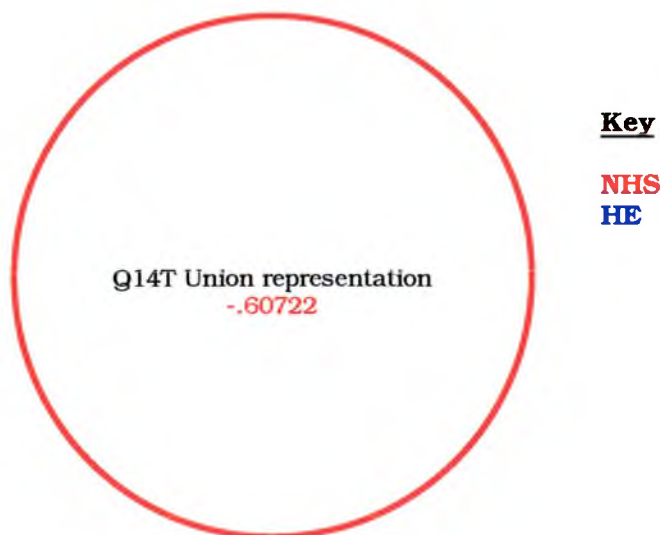


Figure 8.8 NHS & HE Institutional Safety need importance

A factor that loaded for the NHS staff but not for the HE staff is considered to closely correspond to the new need that has been recurrent in this investigation, despite only one item loading on the need.

Trade Union related items are considered to specifically relate to the individual's safety in the organisation, by protecting and promoting their terms and conditions

and fair treatment, and is supported by the NHS result. However this has not shown to be true for the HE staff, where their importance measured lower safety needs within and outside the workplace. It may be that there is a different emphasis on TU between the two arms of the public sector, potentially influenced by the extent to which they are used in the work role. The much more dynamic and government-driven nature of the NHS compared to universities may call for greater and wider representation and as such is a distinct source of safety motivation within the work role. Despite the different loadings between the sectors, no significant difference exists between the importance ratings given by the samples for union representation ( $p>0.05$ ).

Love & Belongingness Needs

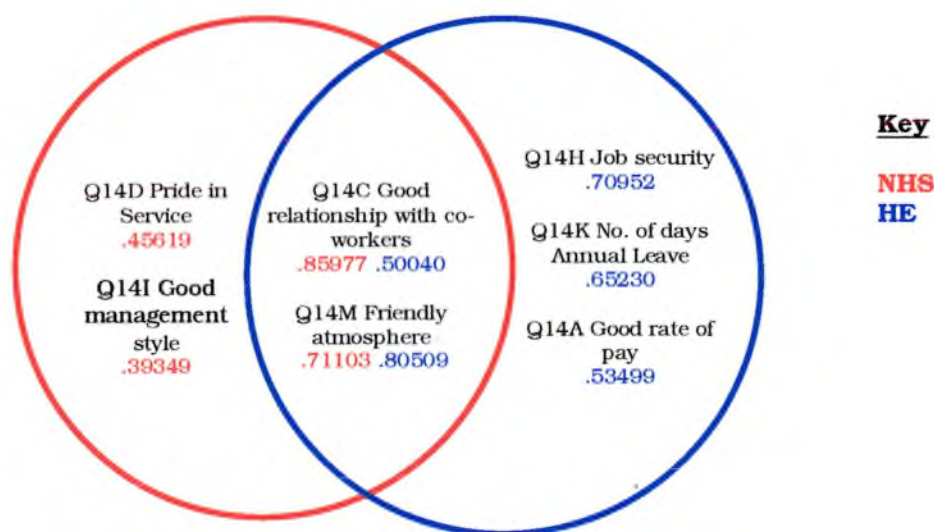


Figure 8.9 NHS & HE Love and Belongingness need importance

Love and belongingness need importance was found in both the NHS and HE staff. Items that loaded were considered to be close to Maslow's description of the need, for love and affectionate relationships, belonging to a group, caring for others and being affiliated with others, as well as those used in previous studies that relate to co-workers (Porter, 1961; Friedlander, 1963; Shoura and Singh, 1999; and Hall and Nougaim, 1968).

The items that were common to both sets of staff closely reflected this description and were around co-worker relations. The importance of having a good relationship with co-workers and working in a friendly atmosphere measured

these needs for both groups of staff in the opportunity they provide for relations with others to flourish. These are close to those used in previous studies of Maslow's model such as *"the opportunity to develop close friendships"* (Porter, 1961, p. 3); *'the working relationships I had with my co-workers at my level was very good'* (Friedlander, 1963, p. 248); *'Do you have friends in the work place?'* (Shoura and Singh, 1999, p. 47) and *"concern over establishing, maintaining, or restoring a positive affective relationship with another person or group in the work situation"* (Hall and Nougaim, 1968, p. 18) The duplication of these items strengthens their appropriateness as measures of love and belongingness needs, but there were significant differences between each sector. HE staff rated the importance of good co-worker relations significantly higher than the NHS staff (HE = 4.7642, NHS = 4.6767,  $p < 0.05$ ) and HE staff also felt that a friendly atmosphere was significantly more important than the NHS sample (HE = 4.7751, NHS = 4.7024,  $p < 0.05$ ). The average importance assigned to these love and belongingness sources of motivation are very close indeed, and the significance of the slight difference may be due to the sample sizes rather than be true to the population. The NHS sample was almost double the size of the HE sample, and although the importance was similar there are far more NHS ancillary workers to consider in the mean than for the HE staff which may have made the difference significance. Despite the variation in rating the measures of love and belongingness needs were the same.

Pride taken by the NHS staff in the service they delivered was also a source of love and belongingness importance. This item was predicted to measure esteem needs in the judgement that one makes about oneself which also incorporates the views of others, and based on previous operationalisations of the need (Porter, 1961; Roberts *et al*, 1971; Friedlander, 1963). However this has not appeared to be the case for the NHS staff, but the difference could be explained by a variation in their working practices. Hospital ancillary staff generally work in small teams, either in terms of shifts, wards or specialisation which is different to the independent working methods of managers and professionals included in previous studies. Therefore when the ancillary staff are asked about the pride they have in the service they deliver, perhaps they will also consider others in the team that deliver this service with them. This will measure their sense of belongingness and being affiliated with or accepted by others, rather than their personal need for recognition, appreciation and independence.

Perhaps the difference in loading between the NHS and HE ancillary staff is also due to variation in working practices. Team-based working methods may not be as widespread in the HE sector, so their ancillary staff will only consider their own personal pride and thus their esteem than evaluating this in relation to others. Despite the difference in loading there was no significant contrast between the importance assigned by each sample of staff ( $p>0.05$ ).

Management style also measured the love and belongingness needs of the NHS staff and was again predicted to measure esteem needs because of the contact with superiors that provide an opportunity for recognition, respect and appreciation. Others have also measured love and belongingness needs with questions relating to superiors (Shoura and Singh, 1999, p. 47; Friedlander, 1963, p. 248) so this finding is not completely unsupported. Perhaps the difference between the NHS and HE staff can be explained by the style of management that the ancillary staff have been exposed to and subsequently what they feel is important. For the NHS staff it would appear that they prefer a management style that allows a sense of belonging and affiliation with the service that they provide, and HE staff want one that provides the scope for esteem, recognition and appreciation. This would require further investigation though, probably with more qualitative methods to uncover the ideas, thoughts and opinions of the ancillary staff that have developed during their working lives. There were no significant difference however between the importance that each sample assigned to the importance of management style (NHS = 4.54, HE = 4.56,  $p>0.05$ ).

Three further measures of love and belongingness need importance for the HE staff, have previously measured the more primitive safety need in their need satisfaction and NHS need importance. The importance of a good rate of pay, job security and the number of days annual leave are considered (using Maslow's descriptions and previous applications) to present the opportunity for consistency, predictability and stability in one's work and personal life, however this result would suggest that HE staff's belongingness opportunities are being represented. The security of one's job, the amount one is paid and the number of holidays one receives may signal acceptance by the department or organisation for the HE workers thus indicating their belongingness. There were significant differences between the importance that the staff assigned to rate of pay and annual leave ( $p<0.05$ ), but no such difference for job security. The HE staff rated the former items as significantly more important than the NHS workers, perhaps explaining

why they motivate at a higher level. Although these items do not consistently measure safety need importance, the repeated results of safety need satisfaction across the staff encourages further investigation before the items are dismissed as unreliable measures.

Esteem Needs

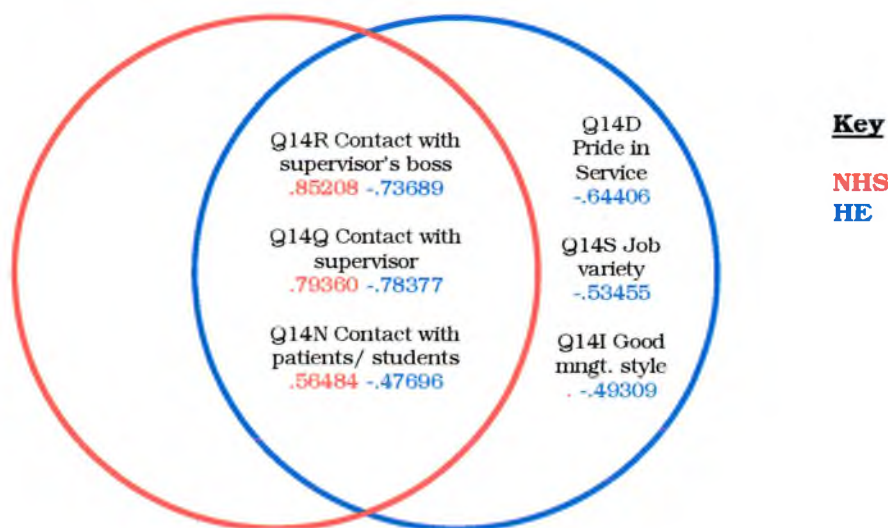


Figure 8.10 NHS & HE Esteem need importance

The items that loaded on this factor for each group are considered to provide the opportunity for appreciation, respect, achievement, attention and feelings of self-worth, and so closely correspond to Maslow's esteem need classification and previous operationalisations. Three aspects of the work role were common to both sets of staff, which improves their reliability as appropriate indicators of this source of motivation. The importance of contact with the supervisor, supervisor's boss and customers are all considered to provide the opportunity for recognition, appreciation, respect and a sense of capability regardless of the type of organisation in which the ancillary staff are employed. This is supported by previous studies that have also measured esteem using 'respectful relations' (Mitchell and Moudgill, 1976; Shoura and Singh, 1999).

The results of the t test show that no significant difference existed between the level of importance assigned to two of the three variables by each sector ( $p < 0.05$ ). A significant difference did arise however for the importance of contact with one's supervisor where HE staff considered this significantly more important than the

NHS staff (HE = 4.44, NHS = 4.35,  $p < 0.05$ ). Although the difference in importance is significant, both groups of staff appreciate the contact they have with their supervisors as they are generally the shop floor's link to management and the wider FM service. The ancillary supervisor's role is generally to implement the wishes of higher management but also to voice the opinions of the front line ancillary staff in delivering these wishes. The contact that staff have with their supervisor will therefore be of great importance to belonging to and making a contribution to the service and the organisation. Alternatively the cautionary approach is that the significant difference is due to the dataset and so is not a true reflection of a difference between the populations.

Also measuring the esteem need motivation of the HE staff is their pride in the service they deliver and their job variety. The achievements of the ancillary workers in relation to others were targeted with the former item, so predicting to measure love and belongingness, which was also validated by the focus group interviews where staff made reference to 'owning' the area they cleaned and how this impacted on how others rated their work. However with this result for the HE staff, perhaps others' judgements have more impact on the way the HE staff rate their own pride than it does on the NHS staff. This could once again be explained by the nature of working practices between the NHS and universities, where the HE staff may be more independent in the role they perform so any evaluation of pride will solely reflect their own work. Despite the contrast in the source of motivation that pride appeals there was no significant difference in the importance assigned by the ancillary staff. Because the item has high face validity in measuring Maslow's description of esteem needs, but it has not been shared by both samples, further investigation is recommended to confirm its appropriateness.

The importance of variety in the work role also measured the confidence, independence, achievement and recognition of the HE staff. This was predicted to measure the growth need, where variety allows the opportunity to become all one can become (which is what it has measured in the NHS staff) pertaining to Hall and Nougaim's self-actualisation measure of *Stimulation* - "*the need for activity which stimulates curiosity and induces excitement. The need for interesting work, for unique and varied experiences*" (1968, p. 18). However this has not been shown for the HE staff, who perhaps interpret task variety in relation to others. Rather than focussing on one's own achievements and strength in the variety of skills one has, the HE worker is instead seeking respect, prestige and recognition from



others for the variety of tasks in which they are proficient. Although the importance of different needs were measured by this item there was no significant contrast in the importance assigned to job variety by each sector ( $p>0.05$ ).

Management style also measured the esteem needs of the HE staff, and in fact loaded as predicted for the perceived opportunity it provides for recognition, respect and appreciation. This was found to measure the NHS staff's love and belongingness needs though and it was suggested earlier in the chapter that the result may reflect the style of management that the staff are considering in their evaluation of what is important. There was no significant difference however between the importance assigned to this aspect of the work role.

The failure to replicate both pride, job variety and management style between the sets of ancillary staff calls for further consideration of the items as accurate measures of either love and belongingness, esteem or self-actualisation motivation.

Self-actualisation Needs

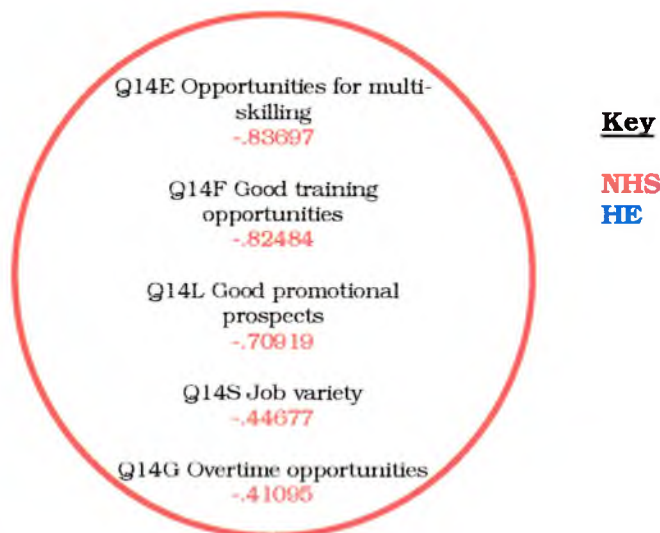


Figure 8.11 NHS & HE Self-actualisation need importance

Items relating to personal development loaded independently for the NHS staff with no comparison for the HE workers. The nature of the items are considered to closely correspond to Maslow's ultimate need of self-actualisation and previous operationalisations of the need (Hall and Nougaim, 1968; Friedlander, 1963;



Porter, 1961; Lawler and Suttle, 1972; Roberts *et al*, 1971). Opportunities for personal development and the acquisition of further skills were considered to motivate ancillary staff to become all they can become in the work role and nurture feelings of self-fulfilment. However the reliability of these items in measuring the growth need is questioned since they have not loaded in the same way for the HE staff. The importance of training and multi-skilling opportunities as well as promotional prospects all motivated the HE staff in their safety needs for stability in the organisation and personal life. By measuring such a basic need, development opportunities are thought to be considered in the short-term by the HE staff and how they impact on others, and their provision of the basic needs.

The loading of these items as an independent need for the NHS staff perhaps suggest that they have considered these opportunities on a more individual and personal level, assuming logically that importance means perceived delivery of this role development. The result would suggest that they are making longer-term investments in their work role, as well as striving for growth in their current role. Perhaps the NHS staff have greater career aspirations than the HE staff, or the increased importance reflects greater opportunities for the NHS staff. However the t-test found no significant contrast between the two sets of ancillary staff in their development opportunities, suggesting that work role development factor may indeed motivate the NHS staff on a different level to the HE workers.

Job variety also reflected the motivation to personally grow and develop for the NHS staff which instead was considered in relation to others for the HE staff. In measuring their esteem need, the HE staff must use such a development opportunity for recognition and appreciation from others in contrast to the person-centred judgement of the NHS staff. There was no significant difference in the importance assigned to this source of either esteem or self-actualisation motivation between the sectors, but the failure for this and all these items to be replicated questions their accurateness as measures of motivation.

Similarly overtime opportunities were unique to the NHS staff in measuring their self-actualisation needs, and so again questions its reliability as a measure of the growth need. This item was in fact predicted to measure safety needs which has been found to be the case for the HE staff. At face value this result would suggest that overtime opportunities instead demonstrate the growth need for the NHS staff, maybe because of the extra time to develop in the work role, taking on new

skills and responsibilities. Further analysis is needed to establish the reliability of this aspect of the work role as a true measure of ancillary staff motivation.

## **Summary**

In summary the results for need importance show firm support for three of Maslow's motivation classifications that are validated by the descriptions of the needs and previous operationalisations by other researchers. The replication of the needs between each set of ancillary staff also adds reliability to their applicability in measuring their motivation, and subsequently Maslow's theory of human motivation. Not only were the needs replicated but also some means for their measurement. As suggested in need satisfaction, the consistency in need measurement adds reliability to the results as appropriate to the study of motivation in the workplace.

The needs and measures repeated by the NHS and HE staff need importance were:

- ❖ **Safety** – *The importance of these needs were measured by bonus schemes and a good pension scheme. These are considered to allow stability and predictability in one's immediate work life and also consideration of longer-term security once the working life is over.*
- ❖ **Love and belongingness** – *The importance of affectionate relationships, and being accepted and affiliated with others was measured by good co-worker relations and a friendly atmosphere. These items closely correspond to those shown to measure the satisfaction of this need which improves their reliability further as accurate measures of this need.*
- ❖ **Esteem** – *Many items were shared that measured the motivation for respect, confidence, achievement, appreciation and recognition. As also found for need satisfaction relations with managers were the main source for esteem motivation. The importance of contact with the immediate supervisor and the supervisor's boss (manager) consistently measured esteem across the ancillary staff. Although customers were different for the groups of ancillary staff, the opportunity for respect and feelings of self-worth created through their contact remained a reliable measure of this motivation through its replication.*

Once again these findings show strong support for several of Maslow's classifications of human motivation and thus support for Research Question I. As also found for need satisfaction, three of the four needs under investigation have been supported through their replication on separate investigations. The reliability of items measuring each need has also been established with consistent measuring.

Once again the lowest and highest means of motivation have not been supported in the need importance of the ancillary staff, which particularly confirms the irrelevance of the most primitive need in work motivation. Although the growth need for self-actualisation was identified in the NHS staff, this was not the case for the HE workers. Since the importance of self-actualisation does not signal its deprivation (as it does for the *being* needs) the importance questioning was included to establish the needs' appropriateness to ancillary staff motivation. The failure of need replication between the samples puts this into question.

There was also some support in this stage of the investigation for the safety need that has been found to be distinctive to the work role. Institutional safety was detected as an important source of motivation, but only for the NHS staff with the TU related item loading independently. For the HE staff this was still a source of safety motivation for predictability and consistency, but at the more general level in all aspects of the life as opposed to safety that is specific to the workplace terms and conditions. Previous replication of the institutional safety need in need satisfaction warrants further investigation before this new need can be rejected as an non-existent form of motivation in ancillary staff.

The extent to which Research Question I can be supported following this stage of the investigation will now be considered.

## **Discussion**

There is strong support for the suitability of three means of motivation demonstrated by consistent loading on need satisfaction and importance for both groups of ancillary staff.

**Safety needs** were found to motivate staff primarily through financial means to provide consistency, predictability and routine. Rate of pay and job security were

repeated measures of safety need satisfaction for the workers, and bonus schemes and good pension schemes harmoniously measured the needs' importance. Although determined by and specific to the work role, these financial rewards provide safety in a wider context, particularly to the stability and consistency of the personal life. Pay, pension and bonuses provide financial remuneration for one's personal life in the short- and long-term, and the security of one's job determines whether this is to continue. This allows for predictability in one's immediate financial commitments as well as providing stability for one's personal life when they face retirement. Others have also used items relating to predictability and security as measures of safety motivation in testing Maslow's model (Shoura and Singh, 1999; Berl *et al*, 1984; Hall and Nougaim, 1968; Lawler and Suttle, 1972) and the close reflection between these applications and those found for the ancillary staff adds validity to the need found and the consistent measurements.

It would appear from the results that this is in fact the most primitive form of motivation for these staff in the organisational setting and not physiological needs for potential reasons discussed in Chapter 6. These findings would again raise the question of the greater relevance of Alderfer's Existence need relating to material ends over Maslow's lowest needs. And although the majority of material-related items have continued to load together for HE ancillary staff, Maslow still offers a more 'psychological-based' description of safety motivation for predictability, order and stability than just motivation for material-ends in themselves.

It may be the case that physiological needs are so close to safety, as Alderfer suggests, that they will not load as distinct needs so the results can then be considered supportive of an Existence need. However no items were included in the questionnaire that directly measured such basic drives for thirst and hunger so none loaded with the material needs that are considered to characterise the safety need. Further work would have to be undertaken to be able to reliably support the Existence need in ancillary staff, but this research is a test of Maslow's model of motivation, and the items loading on this need more appropriately support the psychological description of safety given by Maslow than the practical material ends identified by Alderfer.

The need for **love and belongingness** has been found to be a further reliable source of motivation for these staff. The need to establish caring and affectionate relationships, to be accepted and affiliated with others and belonging to a group,

were consistently measured across the sets of ancillary staff. The nature of the items measuring this needs' satisfaction and importance are considered to dependably reflect Maslow's descriptions. Satisfaction with good co-workers relations and playing an equal role in the team were steady measures of the needs' satisfaction as well as reliable through their replication. The importance of good co-worker relations and a friendly atmosphere were further repeated measures of love and belongingness and so can also be regarded as reliable criterion for these workers in the organisational setting. As discussed in Chapter 6 previous studies that have explored (rather than controlled) the nature of the needs in workers have not found a distinct love and belongingness or social need as shown here, with items instead measuring esteem or relatedness needs (e.g. Roberts *et al*, 1971; Alderfer, 1967). Nevertheless the nature of the need that has been found in this research with two separate samples on two separate occasions is considered to be highly supportive of Maslow's description of love and belongingness needs. The variation between these results and those of previous studies could be due to a number of factors that were also discussed in Chapter 6 in relation to the NHS findings and continue to stand the HE results. But the findings of the current study would suggest that love and belongingness is an appropriate source of motivation for the public sector ancillary staff.

**Esteem** was also a consistent source of motivation for these workers. The items measuring this need all related to contact with others, which provides the opportunity for recognition, respect, appreciation and attention. Relations with others can allow one to make an evaluation of oneself from their perspective, particularly relations with superiors (which were found to be the main measure in this research). Esteem need satisfaction was consistently measured across the ancillary staff by the level of trust they held for their service management and indicators of respect by being kept informed, having suggestions listened to and problems dealt with. Alderfer (1967) included a measure of Respect from Superiors to ascertain workers Relatedness needs that he used to combine Maslow's love and belongingness and esteem needs, which is close to the items found here. He also measured this combined need using items relating to Respect from Peers which can also be supported here to some extent since the need to feel part of a team loaded with those relating to relations with superiors. However despite this latter item loading similarly for both samples of ancillary staff with esteem needs, a factor also loaded that was close to Maslow's love and belongingness need as shown above with items on co-workers. Therefore there continues to be more correspondence in this need with Maslow's description of esteem motivation and

the previous need with love and belongingness than there is for Alderfer's combination of the needs.

The importance of contact with one's supervisor and supervisor's boss (manager) also measured the importance of esteem needs as did the need for a good management style. This is again considered to emulate the motivation for prestige, confidence and achievement with this close contact and thus improves the reliability of the items in measuring the need. Esteem motivation to feel worthy and of use to the world was consistently indicated across the ancillary staff by the importance of contact with their customers, which provides staff with the opportunity for direct feedback about their work and for them to understand the importance of the service they deliver. Perhaps this original<sup>27</sup> empirical support for Maslow's esteem need is again due to the nature of this sample compared to those included in previous tests. Because the ancillary staff occupy such low positions within their organisations they are supervised and managed much closer than the managers, engineers and accountants that have previously been considered. Contact with superiors for the ancillary staff will therefore be of a much more formal and regular nature, compared to those experienced by managers and professionals, that will provide opportunities for them to express appreciation, respect and recognition in the workers.

The need satisfaction results signalled strong support for a new source of motivation that is specific to the workplace. The ***institutional safety*** need was measured in both the NHS and HE staff by items relating to trade union membership and relations with their trade union representative. The focus of TUs on ensuring fairness, stability and security in the terms and conditions of the workplace and the work role, are considered to reflect Maslow's safety need description, but it is more specific to the safety of the worker than it is the individual. The importance of trade union representation measured a need close to institutional safety for the NHS staff and the safety needs of the HE staff, so the lack of consistency between the samples reduces the reliability of the need in the importance investigation. However the repeated measurement of the need in the satisfaction analysis does improve the validity. Further consideration of the data will allow greater understanding of whether a new source of motivation should be added to Maslow's classifications. This will follow in the next chapter.

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<sup>27</sup> since others have either found low internal consistency in the esteem need items (Porter, 1961; Herman and Hulin, 1973) or found the need to overlap with love and belongingness and self-actualisation (Alderfer, 1967; Roberts *et al*, 1971).

The growth need identified by Maslow was only found in the need importance of the NHS staff, and so questions the reliability of this source of motivation for all ancillary staff. The importance of **self-actualisation** to these staff was measured by development and growth opportunities in the work role through training, multi-skilling, promotional prospects and job variety. These items and their confinement to need importance, is similar to others that have explored the nature of these needs to workers (e.g. Roberts *et al*, 1971; Alderfer, 1967). The support shown in this research by the NHS staff for a growth need perhaps suggests that they are making longer-term investments in their work role than the HE staff, or have greater aspirations than their HE counterpart, or the NHS staff have greater opportunities for development in their organisations. Safety motivation was measured by the importance of these items in the HE staff which would suggest that short-term benefits are being considered more than the longer-term developments and growth of the worker.

The importance of this need was the only indication that self-actualisation was appropriate to ancillary staff. The need was not found in the need satisfaction of either group of ancillary staff nor was it found in the need importance of the HE staff. This absence questions it as a reliable source of motivation for these staff. Perhaps the ancillary work role does not provide the opportunities for self-fulfilment or for meeting one's full potential through the job. This may be achieved outside of the work role, in one's family role or community status. Further investigation of the data is needed however before the growth need is dismissed as inapplicable to the motivation of these staff and will follow in the next chapter.

At this stage of the investigation, three of Maslow's need classifications are therefore supported as relevant to the work motivation of ancillary staff. However these are not the same three needs that Alderfer (1967) used to modify Maslow's model, and so cannot be considered a more appropriate explanation of motivation. Although some support could be shown for his Existence need, there is evidence against the Relatedness need with the distinct loadings of the love and belongingness and esteem needs, so making Maslow's explanations more appropriate. A further source of motivation is also supported in this research that has not previously been identified by Maslow or those who have since tested his theory (Porter, 1961; Payne, 1970; Williams & Page, 1989) which is an exciting discovery, but one that is complementary to Maslow's model rather than

contradictory. Research Question I can consequently be supported to a certain extent, but this will be confirmed with additional analysis of the data. The motivation of the ancillary staff will now be considered according to their work role and their gender. This will allow for further reliability testing of the appropriateness of the safety, love and belongingness and esteem motivation found in the research and the new institutional safety need. Following this, firm conclusions will be made regarding the applicability of Maslow's need classifications to the motivation of these staff.



# Chapter nine

## Further exploration

To evaluate the applicability of Maslow's theory of human motivation further (and at this stage of the research the classifications of motivation - Research Question 1) responses were analysed according to respondent's gender and work role. Until now analysis of the ancillary staff's motivation has concentrated on the sector in which they work, but this study can be expanded further to establish support or otherwise of the research questions. By analysing the nature of participant's motivation according to other independent variables additional opportunity is created to check the consistency of the results and thus their reliability. Other demographic characteristics gathered in the questionnaire included age, length of service, pay levels, temporary or permanent contract and part-time/full-time staff, and any could have been selected for this additional analysis. However within the context of the research this had to be limited to the major distinguishing characteristics. This chapter discusses the results of this analysis into the nature of motivation (Research Question 1) performed according to participant's gender and work group (catering, domestic, portering) and from this the degree of support that can be given to Maslow's motivational needs.

In order to test the reliability of the previous needs found the same process of analysis was undertaken. Factor analysis with oblique rotation was again run on the data with a Delta of 0 on need satisfaction and need importance. This was performed to classify the motivation of the following samples:

	<i>n</i>		<i>n</i>
Male	397	Catering	295
Female	1118	Domestic	936
		Portering	284
<b>Total</b>	<b>1515</b>	<b>Total</b>	<b>1515</b>

Table 9.1 Work group & gender sample sizes

Within this chapter the need satisfaction and then need importance of the staff according to their work group will firstly be considered, using figures to compare

the results found. Following this the motivational differences in male and female staff will be explored. The results will then be discussed further alongside those according to sector in Chapter 10 for the support that they lend to Research Question I.

Work Group Need Satisfaction

Similarities and differences were again apparent in the motivation of catering, domestic and portering staff. The figures below indicate the extent of commonalities according to the need classifications rather than the ordering of the factors. A one-way analysis of variance (ANOVA) for independent groups was performed on the results according to work group. The ANOVA tests for significant differences between the means of more than two samples to establish whether the difference is true of the population or a result of the sampling. Results less than 0.05 are statistically significant at the 95% confidence level and the full results for need satisfaction and need importance are shown in Appendix 23.

Safety

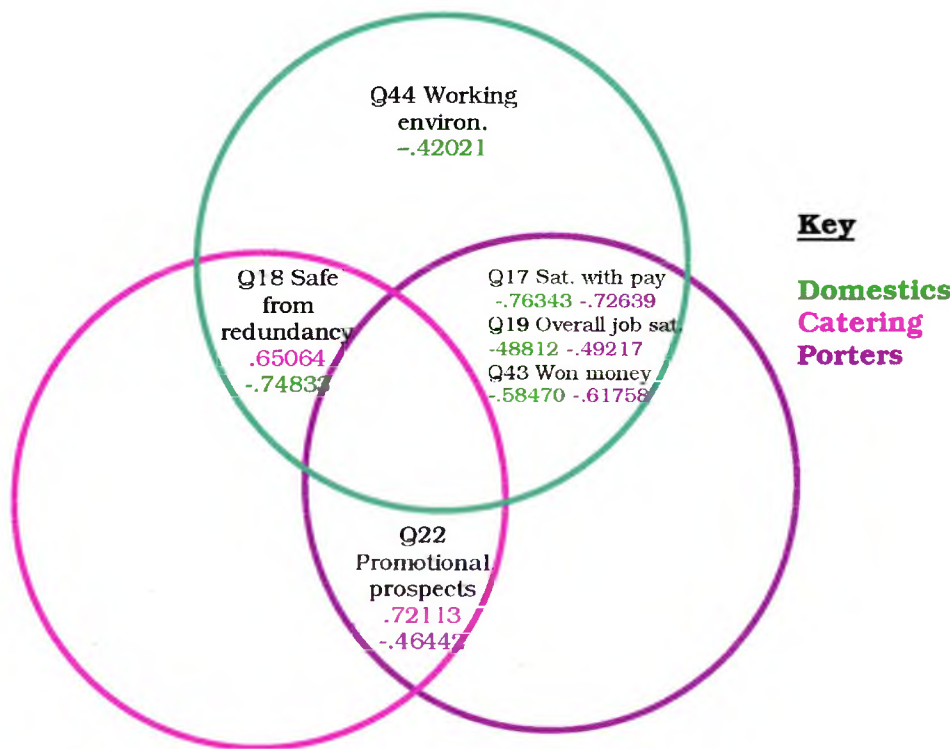


Figure 9.1 Catering, Domestic & Porter Safety need satisfaction

The loadings for this factor are considered to be in close correspondence to Maslow's safety need classification in the predictability, consistency and stability that these aspects of the work role offer. Several common features were identified between the work groups, however none were common to all. Feeling safe from redundancy measured the safety needs of the catering and domestic staff, and was designed as the marker variable for this need due to its close reflection to Maslow's underlying need and those used in previous studies of the model (Porter, 1961; Roberts *et al*, 1971; Hall and Nougaim, 1968; Shoura and Singh, 1999). This has been extensively supported throughout the investigations as a reliable measure of this need. Although it has loaded as predicted for the catering and domestic staff, the variable loaded with a need close to autonomy for the porters. This is perhaps more a result of gender than work role as the pride and esteem associated with job security for the male dominated profession may have more of an influence than one of stability and predictability. Further consideration of motivation according to gender will follow. The ANOVA found that domestics had a greater feeling of job security than both catering and portering which may explain why their motivation is at a less basic level (catering = 3.2049, domestic = 3.3967, porters = 3.0285,  $p < 0.05$ ).

Promotional prospects were a safety need for the porters as well as for the catering staff, and were a similar source of motivation for the HE staff. For the NHS staff however esteem needs were measured with this item and was the need that the item was predicted to address, based on previous studies of managerial and professional workers (Porter, 1961; Roberts *et al*, 1971; Shoura and Singh, 1999; Friedlander, 1963; Berl *et al*, 1984). Through promotion, an employees' worth is considered to be demonstrated, but this result suggests that the catering and portering staff instead interpret it to mean continued employability in the organisation and thus predictability and stability. ANOVA showed significant differences to be apparent between the work groups in their perceived chances of promotion. Domestics rated their chances significantly higher than the catering staff (catering = 1.8569, domestic = 2.0881,  $p < 0.05$ ). All work groups however felt their chances of promotion were 'Fairly slim'.

Common to the porters and domestics in measuring safety needs was satisfaction with pay and two general satisfaction variables – overall satisfaction and the likelihood of continuing to work if a large sum of money was won. These loadings

were equal to that found for the HE sample, however this was only the case for pay satisfaction in the NHS staff. The general items loaded together but independently for the NHS staff but here they have strengthened safety motivation for porters and domestics. This result suggests that pay motivated the esteem needs of the catering staff rather than their safety as predicted and may be explained by the higher status, professionalism or regard for some catering staff such as chefs and cooks in the organisation, compared to domestics and porters. Domestics were significantly more satisfied with their rate of pay than porters, although satisfaction with this feature was low for all work groups (catering = 2.7690, domestic = 3.1535, porter = 2.2883,  $p < 0.05$ ).

The final general satisfaction variable (happiness with the physical working environment) only loaded with safety needs for the domestics, and instead measured autonomy in the catering and domestic staff. The result may be explained by the domestic staff being significantly happier with their working environment than the other staff, which may influence the level of safety they feel in the work role (catering = 3.4246, domestic = 3.6799, porter = 3.4536,  $p < 0.05$ ).

**Institutional safety**

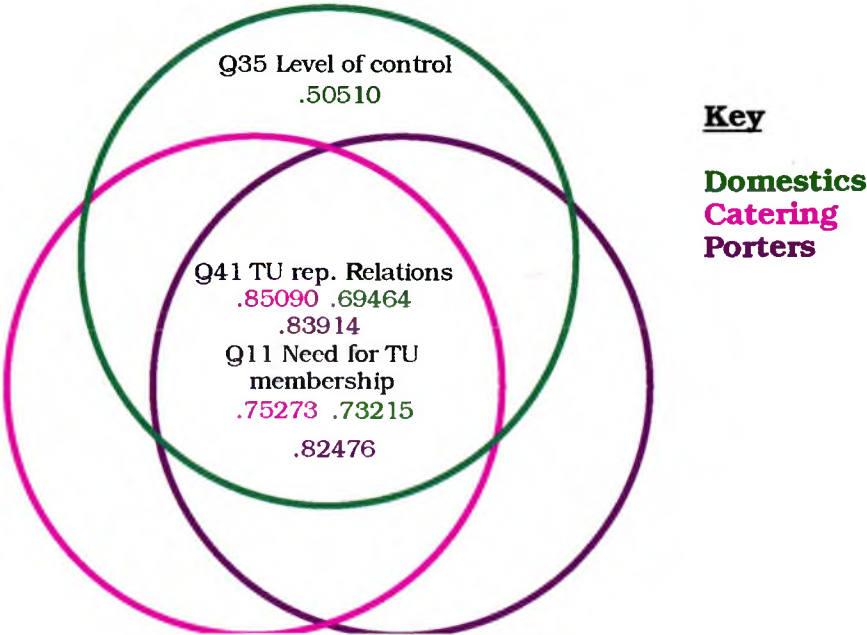


Figure 9.2 Catering, Domestic & Porter **Institutional Safety** need satisfaction

Loadings on this factor for all work groups are considered to be close to the institutional safety need found for both the HE and NHS samples. Catering and portering staff's measures are exactly the same, and may reflect a shared attitude towards the worth of trade union representation in these professions, or the safety they bring. This is confirmed to a certain extent by the significant difference found between the porters and the domestics for the need for TU representation in the sector, but not for the catering staff (porters = 3.7899, domestic = 3.5701,  $p < 0.05$ ). A further variable loaded for the domestics with their trade union relations, that was the level of control they felt they were under in the organisation. By loading with other items that establish consistency and stability in working terms and conditions, perhaps control from managers and supervisors also motivated them in the same vein.

**Love & Belongingness**

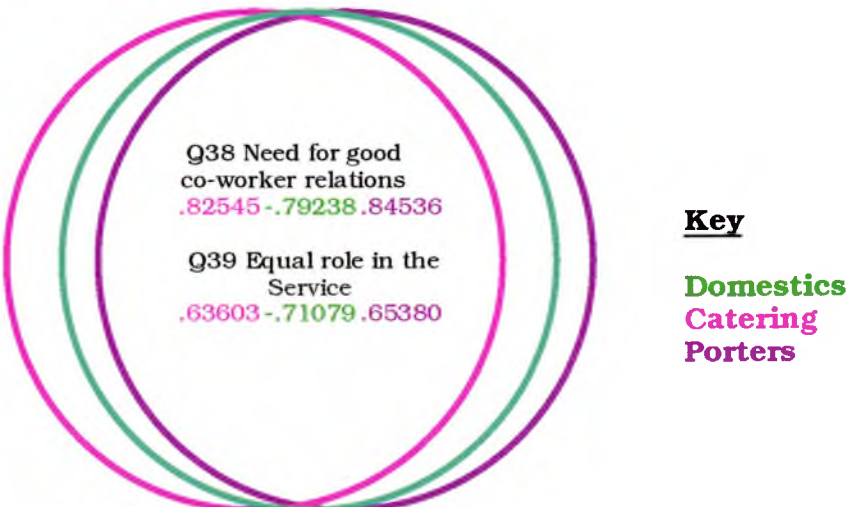


Figure 9.3 Catering, Domestic & Porter **Love & Belongingness** need satisfaction

The loadings for this factor were common to all the work groups and are considered to closely reflect Maslow's need for affectionate relationships, love and caring for others. Previous studies have also measured this need using items concerning co-worker relations (Hall and Nougaim, 1968; Porter, 1961; Friedlander, 1963; Shoura and Singh, 1999) which extends the reliability of the items as true measures of love and belongingness motivation. Although the measures were shared the level of satisfaction assigned to them were not the same across the staff groups. Catering staff regarded good co-worker relations as needed significantly more than domestic staff (catering = 4.6516, domestic = 4.4885,  $p < 0.05$ ). All groups considered them essential though for the smooth



running of the service. There was a shared level of agreement between the work groups however that they played an equal role in the functioning of the service.

**Esteem**

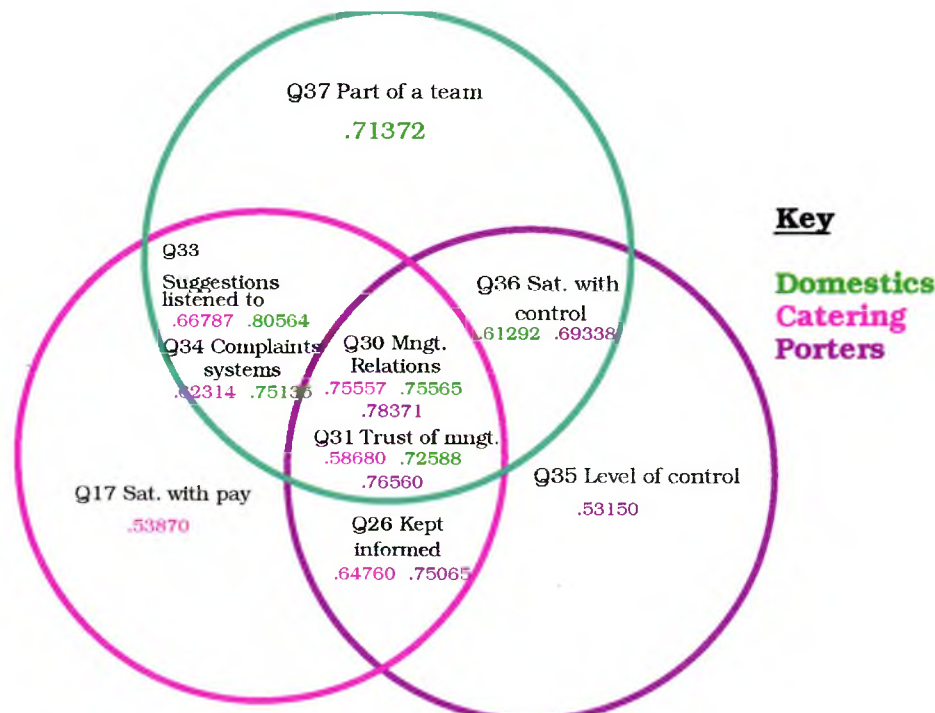


Figure 9.4 Catering, Domestic & Porter **Esteem** need satisfaction

The factor loadings on this need for all work groups are considered to closely fit Maslow's esteem need classification, in the opportunities the items create for recognition, appreciation and respect. Management relations were a prime source of esteem motivation for all work groups and repeats the results found in the NHS and HE investigations as well as those used in previous investigations (Mitchell and Moudgill, 1976; Shoura and Singh, 1999). The overall relations with the immediate manager and the level of trust the participants held for the service management were indicators of esteem regardless of work group. Significant differences however were found in the degree of trust with which the different staff held their service management. ANOVA results indicated that domestics trusted their service management significantly more than both catering staff and porters (catering = 3.0599, domestic = 3.5500, porter = 3.2138,  $p < 0.05$ ). Despite these differences in the level of need satisfaction, the loadings suggest a common measure of esteem across the work groups.

Having suggestions listened to by managers and supervisors and the quality of complaints systems available to staff were common sources of esteem for the

catering and domestic staff, perhaps in the respect and appreciation that can be nurtured through being listened to and having effective organisational systems. This was not the case for the porters though and may again be explained by the gender domination in this occupation and shall be given further consideration later. There were significant differences between the work groups in these areas, where domestics agreed significantly more with the effectiveness of suggestion schemes than the other staff (catering = 3.0176, domestic = 3.2239, porter = 3.0616,  $p < 0.05$ ); and regarded their organisational complaints systems with greater effectiveness for staff (catering = 3.0177, domestic = 3.4302, porter = 3.0504,  $p < 0.05$ ). Both these items were found to measure the autonomy needs of the porters, and possibly indicates the more functional regard they hold for the systems as an opportunity for independent thought and influencing methods and procedures, than for recognition and regard received from others. Autonomy however is very close to the esteem need described by Maslow, so the slight difference in results is not too unexpected.

Being kept informed was a common esteem need for both the catering and portering staff and again is considered to nurture feelings of respect and appreciation for the staff from their managers and the wider organisation. There was a significant difference though between the extent to which this happened between the work groups and their managers. Porters felt that they were informed significantly more than catering staff, and the domestics felt more so over both work groups (catering = 2.8821, domestic = 3.4712, porter = 3.2826,  $p < 0.05$ ). These results suggest that the relationship that both porters and catering staff have with their superiors must provide the opportunity for recognition and appreciation, compared to the independence and autonomy of the domestics.

Satisfaction with control were found to measure the esteem needs of the domestics and porters, but only the level of control loaded for the porters. This measured a separate autonomy need for the catering staff, however the shared nature of esteem and autonomy suggests that these results are close. There was a significant difference between the groups in their satisfaction with control from superiors, where domestics were significantly more satisfied with their control than catering staff (catering = 3.0786, domestic = 3.4752,  $p < 0.05$ ), and may explain why the item has loaded differently.

The remaining variables considered to measure esteem motivation were unique to each work group. Satisfaction with pay measured esteem for the catering staff as

did feeling part of a team for the domestics and would suggest a work group distinction. Pay satisfaction may indicate status and achievement for the catering staff compared to the more basic level of security for the porters and domestics, perhaps because there is more association between pay and training or qualifications in catering than there is in the other work roles. Catering staff were also significantly more satisfied with their rate of pay than the porters which may explain why it signals their esteem rather than their safety (catering = 2.7690, porter = 2.2883,  $p < 0.05$ ). However the lack of uniformity in these items and the needs that they measure between the work groups questions their reliability as measures of specific need motivation.

**Autonomy**

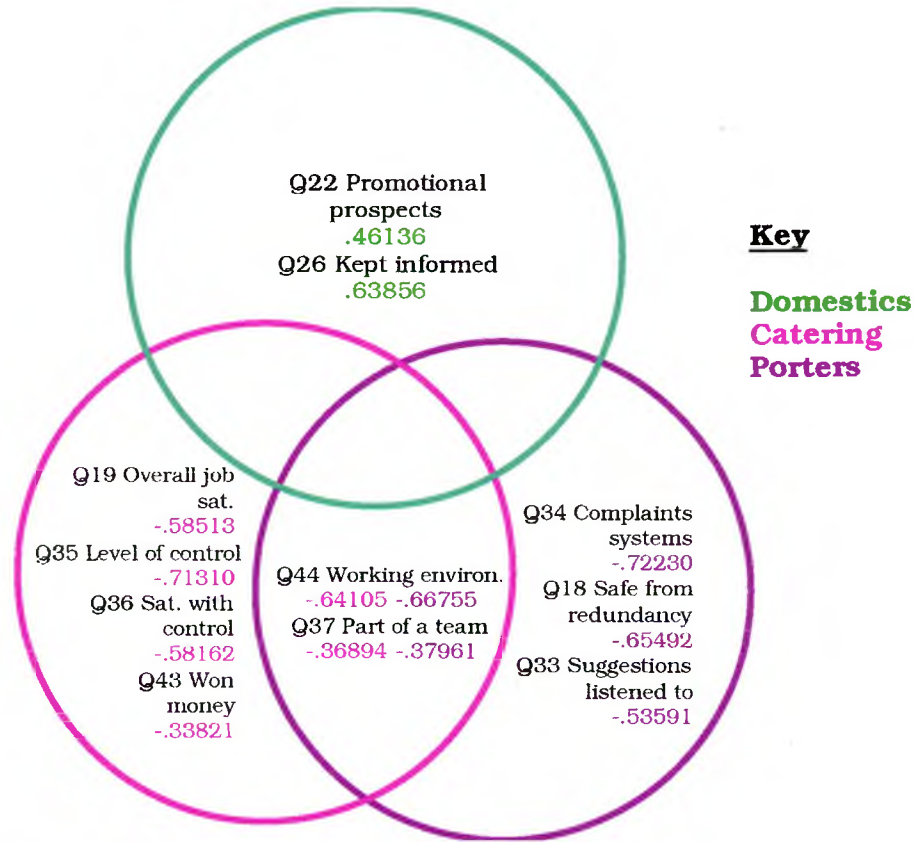


Figure 9.5 Catering, Domestic & Porter **Autonomy** need satisfaction

Porter's distinction of Maslow's esteem need classification, is considered to more closely reflect the factor loading here for these staff than in their original form. His measures of 'the opportunity for independent thought and action', 'the opportunity.. for participation in the setting of goals' and 'the opportunity... for participation in determination of methods and procedures' (1961, p.3) are all considered to correspond to this need.



The level of control and satisfaction with control can be considered to motivate the need for independence in the catering staff more than it did the need for appreciation and recognition as in the domestic and porters. There were significant differences in the level of control experienced and satisfaction with this between the ancillary staff, which perhaps indicates more why it has loaded differently than a true difference between esteem and autonomy motivation. These items did measure the autonomy needs of the NHS sample but the esteem needs of the HE staff, and so implies that the types of motivation are very close indeed. This has again been validated by this result, where there is a closeness between specific esteem measures and those of autonomy. The general satisfaction variables loading on the safety needs for domestics and porters, in fact loaded with autonomy needs for the catering staff and so can be considered to strengthen the measure for these staff.

Common to catering and portering staff in autonomy needs was the general satisfaction measure regarding the physical working environment, as well as feeling part of a team. The latter variable was predicted to measure love and belongingness needs but it has instead loaded with esteem needs in the domestics and its elaboration (autonomy) in the catering and portering staff. This would imply that team membership for the work groups rather measures appreciation, recognition and regard from others than a sense of belongingness and affiliation, which was also the case for the NHS and HE samples.

Having suggestions listened to and the effectiveness of the organisation's problem solving systems were found to measure the esteem needs of the catering and domestic staff in the respect and appreciation they signal, but appealed more to the opportunity for independent thought in the porters. This difference proved significant, with domestics rating them both as more effective. It is likely that the regard held for the organisational systems are a result of gender differences rather than work group, but this will be confirmed later in this section. This may also be true for job security, which motivates autonomy for the porters but safety for the other staff groups.

Unique to the domestics' autonomy needs were promotional prospects and the feeling of being kept informed by managers and supervisors. These items loaded as safety and esteem needs respectively for catering and portering staff, but for the domestics the increased independence usually associated with promotion and autonomy gained from knowledge and awareness, are considered to instead

motivate freedom in the work role. Each of these variables were found to be significantly different in the ANOVA test and perhaps explains why they have loaded so differently for the work groups.

Work Group Need Importance

Safety

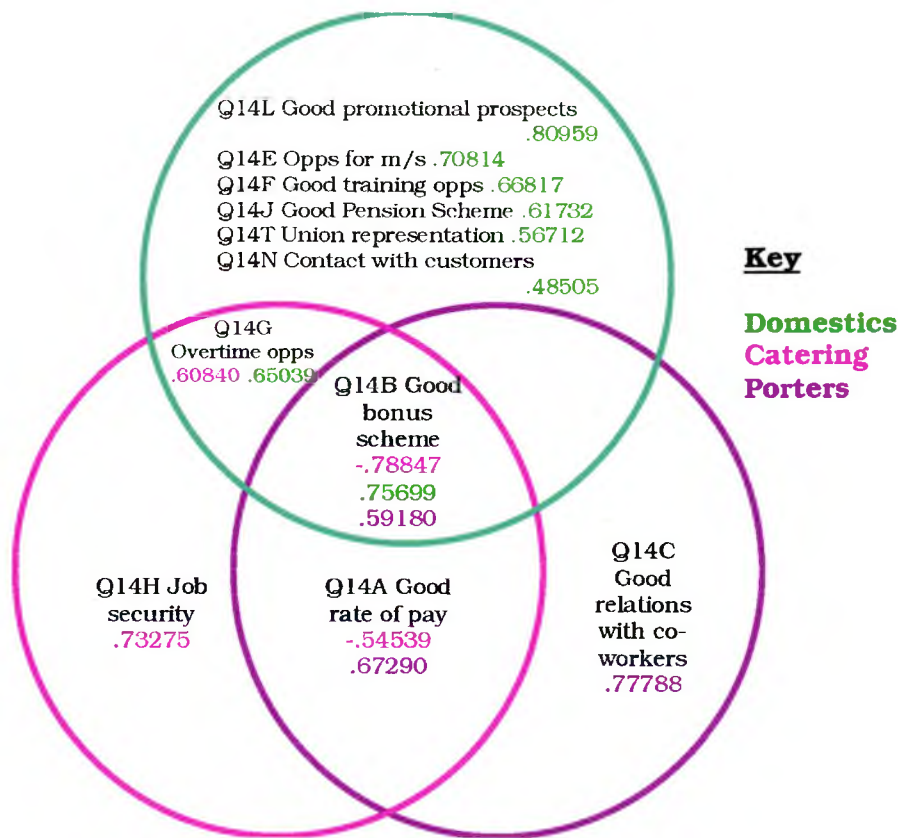


Figure 9.6 Catering, Domestic & Porter Safety need importance

The items that loaded on this factor in the analysis of need importance in the staff are considered to closely correspond to Maslow's description for stability, predictability and consistency in the work role. Common to all work groups in the measurement of this need is the importance of a good bonus scheme. As a financial based incentive, the item was predicted to measure this need and so improves the validity of the safety need. The common loading however does not filter to the actual importance held for this item by each work group. ANOVA showed both catering and portering staff to rate the importance of a good bonus scheme as significantly more important than the domestics (catering = 4.2664, domestic = 3.7412, porter = 4.3610,  $p < 0.05$ ). Perhaps such schemes are available less to domestics than they are to the other staff, which would explain their reduced importance, alternatively they may just be of little value to the domestics.

The importance of a good rate of pay was a source of safety motivation shared by the catering and portering staff, and has been found as such in the NHS sample following the confirmed irrelevance of physiological needs. Domestics were instead

motivated by love and belongingness needs for this item, which could always signal a gender difference in the female dominated sample. Females could regard pay as a reward for work and show the organisation's appreciation for them, rather than the safety and security it brings. It may be that domestics' wages are not a determinant of safety in their personal life as they are not the main breadwinner of the household, and so are motivated by them at a higher level. Further analysis by gender will consider this later in the section. Although the item appealed to different needs in the staff there was no significant difference between the importance assigned, as all were very high.

Overtime opportunities were sources of safety for both the catering and domestic workers. The item was predicted to measure these needs due to financial reward the opportunities reap, and so helps to validate the label for stability and consistency. Opportunities to work more hours will help to secure financial income and thus the safety it brings, which will allow predictability and order in one's life. This loaded independently for the porters, but a need could not be identified from the single item. Again no significant differences were found between the groups in the importance assigned to these opportunities.

Job security only measured the safety need of the catering staff, which was somewhat unexpected for the marker variable for this need. In previous examinations of the NHS and HE samples, as well as those undertaken by other researchers (Mitchell and Moudgill, 1976; Porter, 1961; Shoura and Singh, 1999) this has been a reliable and robust measure. But according to work group, the source of motivation varies where it is considered to measure love and belongingness needs in the domestics and self-actualisation for the porters. Perhaps this is again related more to the male and female interpretations of the work role security, than one based on work group. The explanation for this variation according to work role is surprising as the ANOVA also showed no significant difference in assigned importance.

The importance of good relationships with colleagues is also considered to measure safety needs for the porters, perhaps in the stability, consistency and predictability that they can bring to the work role. Again this is more than likely a result of gender, as male relationships can be considered to be more stable and perhaps functional, than affectionate and loving shown to be the case for the female dominated domestic and catering work groups. Further analysis will determine this.

Items predicted to measure the ultimate need for self-actualisation have been interpreted as sources of safety motivation for the domestic staff. Promotional prospects, good training and multi-skilling opportunities were envisioned to measure growth and development opportunities, but these staff are instead considered to see them in terms of the financial reward and security they can bring to the work role. The motivation for personal development and self-actualisation was measured in the need importance of the NHS staff as well as the catering and portering staff, so the face validity of this result for the domestics is questionable. The wider safety issues of a good pension scheme and union representation have also measured stability and predictability in the domestics, and were predicted to measure longer term safety in the organisation and life. These items have instead loaded independently of traditional safety items for the catering and portering staff, with other items close to the institutional safety need that has been found throughout the investigations. It may be that domestics focus more on the immediate security needs of their role and so longer-term needs will not load as a separate source of motivation. No significant difference was found between the importance assigned by the staff to union representation, but porters did rate a good pension scheme as more important than domestics (domestic = 4.3844, porter = 4.6716,  $p < 0.05$ ). Perhaps this is explained by the gender divide between the low-level roles and the traditional views that they may adopt relating to the provider for the family and their future.

Contact with customers also measured domestics safety need and was foreseen as an indicator of esteem need in the opportunity it creates for recognition, appreciation and respect which has been found in the catering staff and porters. Esteem is also considered to be measured by this contact in the NHS and HE samples and so lends more support to it being a source of this motivation than that shown in the domestics.

**Institutional safety**

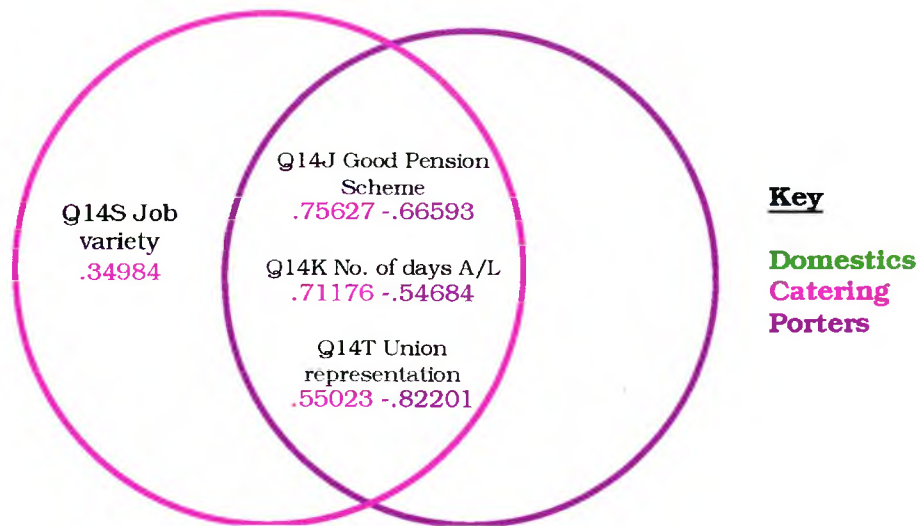


Figure 9.7 Catering, Domestic & Porter **Institutional Safety** need importance

A need close to the Institutional Safety that has continued to emerge in the preceding investigations, loaded for the catering and portering staff. Once again the item relating to Trade Union representation that has characterised the need previously has loaded for both sets of staff and is thought to consider the stability of the work role and its terms and conditions. There was no significant difference between the importance assigned to this representation between the staff even though it measured the more personal safety needs of the domestics.

The importance of a good pension scheme and the number of days annual leave also measured this need for catering and portering staff. These items can be interpreted as securing the longer-term safety when the working life is over, and also establish predictability and stability between the home and work. Porters rated the importance of a good pension scheme significantly higher than the domestics (catering = 4.4926, domestic = 4.3844, porter = 4.6716,  $p < 0.05$ ), but they rated annual leave significantly less important than catering and domestics (catering = 4.5965, domestic = 4.6959, porter = 4.4667,  $p < 0.05$ ). The nature of these items can be considered to represent the safety needs of the ancillary workers in their organisational terms and conditions, compared to the immediate personal safety needs that financial rewards provide. Longer-term stability is being measured through this need as well as fairness in the circumstances in which they work.

Also considered to measure the importance of this need to catering staff is their job variety. Since the other items appeal to the level of predictability and stability in the work role, this result is unexpected. Perhaps catering staff who acquire further skills will have a more secure position in the organisation than those with fewer abilities, rather than seeing it as a source of personal growth. Because this has not been repeated in the examinations of the sample so far, its reliability as a measure of institutional safety is weak.

**Love & Belongingness**

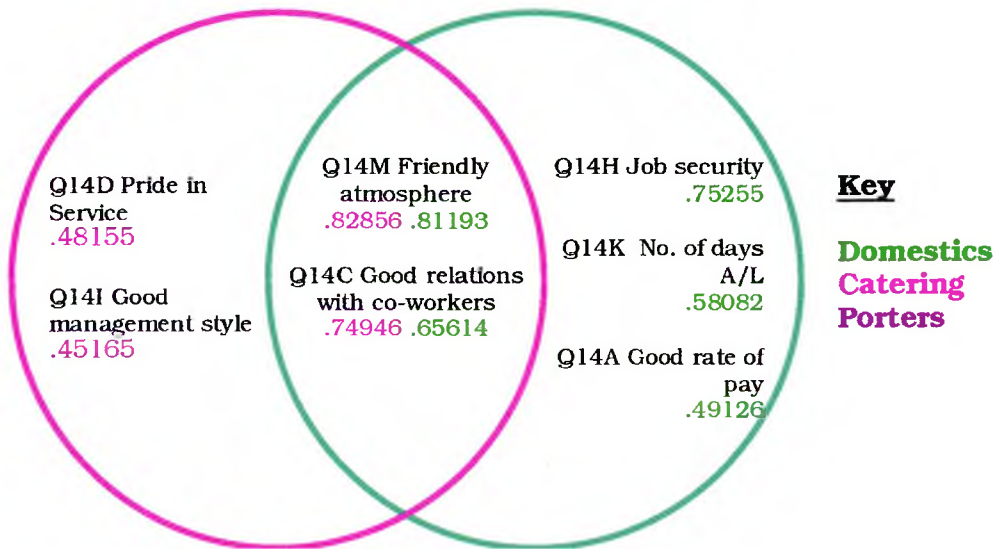


Figure 9.8 Catering, Domestic & Porter **Love & Belongingness** need importance

The items that loaded together for the domestic and catering staff are considered in close correspondence to love and belongingness needs, and included the marker variable for this need, which adds validity to the label. The importance of good co-worker relations (marker variable) and for a friendly atmosphere were common to both staff's motivation and can be considered to measure the need for affectionate relationships and a sense of belonging to a group or team, as interpreted in previous studies (Porter, 1961; Friedlander, 1963; Shoura and Singh, 1999; and Hall and Nougaim, 1968). Although the measure was shared there were significant differences between the work groups in the importance they assigned. Domestic and catering staff rated a friendly atmosphere as significantly more important than the porters (catering = 4.7951, domestic = 4.8016, porter = 4.5706,  $p < 0.05$ ) and may explain why the item has loaded with a different need for the porters (self-actualisation). The male dominated work group also rated the importance of good co-worker relations as significantly lower than the female

dominated professions (catering = 4.7336, domestic = 4.7312, porter = 4.6449,  $p < 0.05$ ), and is likely to be a result of gender rather than work group. Although the need's satisfaction was found for the porters alongside the catering and domestic staff, its importance was not, which suggests that this is not a source of motivation for them as they are currently satisfied.

For the catering staff love and belongingness needs were also measured by items predicted to measure esteem. The importance of pride in service and a good management style pertained to the esteem received from others and self-esteem for recognition and appreciation, but instead they appeal to the catering staff's sense of belonging to a group. Perhaps the pride that they take in their job is more a measure of the love they have for their job and those they work with than a self-evaluation of oneself. They rated pride as significantly more important than the porters (catering = 4.7589, domestic = 4.6963, porter = 4.4704,  $p < 0.05$ ) which is somewhat unforeseen bearing in mind the traditional gender split between the occupations. With regard to management style, catering staff may regard the contact they have with managers and supervisors in a similar vein to co-worker relations and a friendly atmosphere for affectionate relationships and a sense of belonging. Perhaps they enjoy an open and approachable management style within their university or Trust, or a higher degree of autonomy which provides a sense of belongingness and affiliation for them.

Predicted safety need measures have also loaded with this need for the domestics. The importance of job security, a good rate of pay and the number of days annual leave were found to appeal to their motivation for love, affectionate relations and belongingness. This result is unusual, although there were significant differences in the importance assigned by the work groups to annual leave but not so for rate of pay and job security. The items also loaded on this factor for the HE sample and may suggest a difference in the cultures of these organisations or the domestic staff within these organisations. Perhaps being paid a decent wage, feeling secure in one's job and getting a decent number of days holidays makes them feel loved, belonging and part of the organisation.



**Esteem**

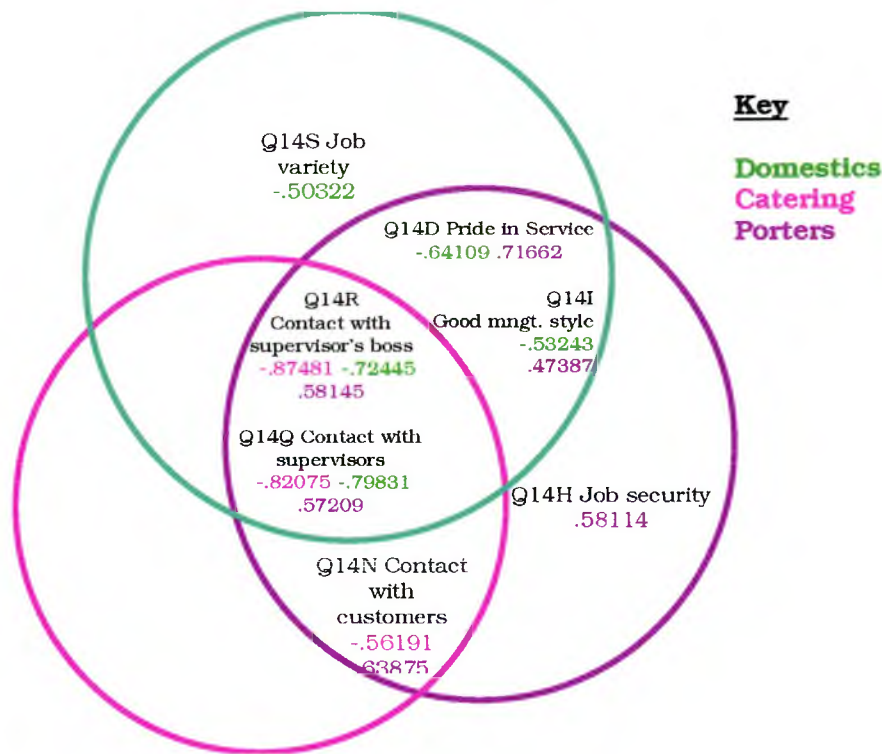


Figure 9.9 Catering, Domestic & Porter **Esteem** need importance

A factor loading for all the staff groups is considered to closely correspond to Maslow's description of esteem motivation. Contact with supervisors was designed as the marker variable for this need in its reflection of the need for appreciation, recognition and independence and is a common measure of the need for all staff groups. Also shared is the contact that staff have with their supervisor's boss (manager) and is considered to provide similar opportunity for esteem. Items of this nature have also been used in previous studies however none have directed questioning towards relations with superiors or customers because of the fairly senior levels of the samples included. Focus has instead been given to the wider organisation using items such as "recognition or credit from co-workers when one does a good job" (Mitchell and Moudgill, 1976, p. 339) and 'Do you get respect from others in your job?' (Shoura and Singh, 1999, p. 47). These do closely reflect the type of relationships that low level ancillary staff have with their superiors and customers, as confirmed by the items loading on this need and those found for need satisfaction. The ANOVA test found significant differences between the staff for both items. Domestics rated contact with their supervisor as significantly more important to them than both the porters and the catering staff (catering = 4.3000, domestic = 4.5634, porter = 4.1932,  $p < 0.05$ ), which was also the case for contact with supervisor's boss (catering = 4.1296, domestic = 4.3056, porter = 4.0342,

$p < 0.05$ ). Perhaps the domestics have more opportunity for contact with their superiors and so are able to see the value of such contact, or they have had valuable experiences through this contact in the past and feel this is important to continue. Despite the significant differences in the importance ratings, the items are still common measures of esteem for all the staff groups.

Common to the catering and portering staff in measuring their esteem needs is the contact they have with their customers, but the importance they assigned to this also significantly differed. Both domestics and porters rated this contact as significantly more important than the catering staff (catering = 3.8053, domestic = 4.2288, porter = 4.3106,  $p < 0.05$ ) and could be explained by the level of contact that catering staff have with their customers. They tend to work predominantly in the kitchen and away from both patients and students, so the contact would be less relevant to them and perhaps not a source of self-worth, appreciation and recognition.

The importance of pride in service and a good management style were shared measures of esteem for the domestics and porters. The items were anticipated to measure this need in the opportunity that contact with management can provide for recognition and appreciation, and then the influence of this on self-evaluations. This then helps to establish the validity of this need. Pride in service was significantly less important to porters than to the other staff ( $p < 0.05$ ) which was surprising for the male dominated sample. Also catering staff rated a good management style as significantly more important than the porters (catering = 4.7086, domestic = 4.5924, porter = 4.4192,  $p < 0.05$ ) however these items are considered to measure the love and belongingness needs of the catering staff but were shared esteem need measures by many other samples.

Also measuring the esteem needs of the porters was job security. This is an unusual finding since the item has measured safety needs in many of the previous analyses, however it has shown to motivate at a much higher level for the porters. Nevertheless, this could be determined by gender rather than one specific to the work group. In the male dominated profession it may be the case that feelings of self-worth and recognition from others within and outside the organisation derive from the level of security of one's position. Job security could also be established by the length of service that the worker has given the organisation or the

profession, which would then explain the respect and honour associated with job security. Although this item has loaded differently for all the work groups, there were no significant differences between the high importance assigned, however this does question the reliability of the item and the need it measures. Either the results are spurious or there is a cultural context in its motivation.

Job variety only measured domestic staff's esteem needs, but was predicted to measure self-actualisation, in the development and growth needed to be able to be proficient in so many skills. For the domestics however, skill variety may signal status within the service through the increased responsibility, or a wider appreciation of the management and organisation in the additional training they dedicate to the staff. There were no significant differences in the importance assigned by the staff to this item despite the variation in the levels of motivation measured ( $p>0.05$ ).

**Self-actualisation**

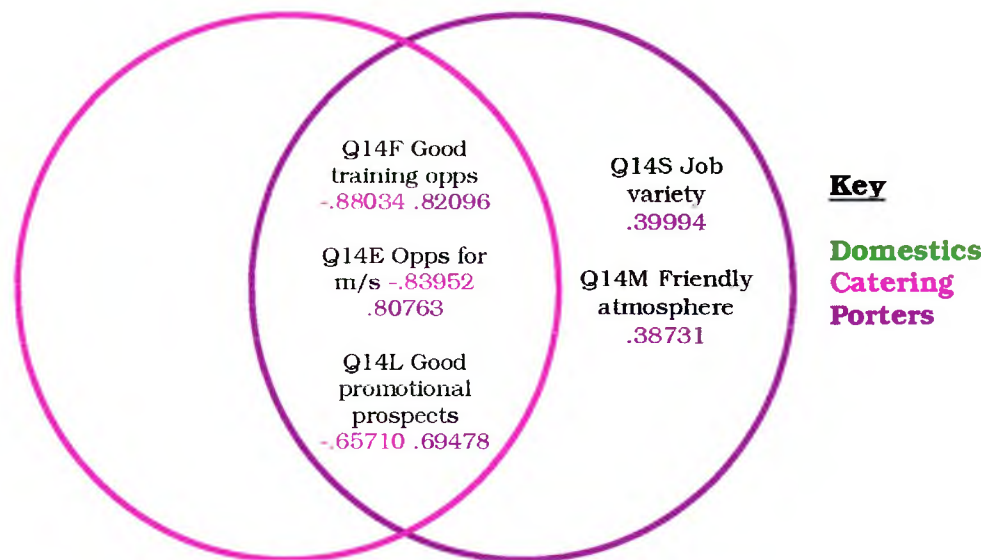


Figure 9.10 Catering, Domestic & Porter **Self-actualisation** need importance

The final need to load for the catering and portering staff is considered to closely reflect Maslow's growth need – self-actualisation in the scope for personal and professional development that the items convey. The nature of these items are also close to those used in previous studies of Maslow's model of motivation (e.g. Hall and Nougaim, 1968; Friedlander, 1963; Porter, 1961; Lawler and Suttle, 1972; Roberts *et al*, 1971) which extends the validity of the need found here. The

importance of good training opportunities and opportunities for multi-skilling were included in the questionnaire to measure growth and development within the work role, and good promotional prospects to measure staff's aspiration and have loaded as such for the catering and portering staff. These items are common to the motivation of both these groups of staff, which improves their reliability and that found for the NHS sample, but they have instead measured the much more basic safety need for the domestics. Perhaps there are more opportunities or perceived opportunities for growth and development within the catering and portering work role, than there is for the domestics who regard them in the stability and security they bring to the work role. Alternatively the domestic staff may not be motivated by such personal and professional development and so regard them at a much more primitive, financial based level<sup>28</sup>. There were no significant differences in the importance assigned to multi-skilling opportunities and promotional prospects, but there was for good training opportunities. Catering staff rated training as significantly more important than the porters but they remain a distinct source of growth and personal development for both (catering = 4.2584, domestic = 4.1893, porter = 4.0383,  $p < 0.05$ ).

Also measuring self-actualisation for the porters is the importance of job variety and a friendly atmosphere. The former was predicted to measure this motivation in the development and growth that wider knowledge or abilities can bring and so has loaded as expected for the porters. This was also the case for the NHS sample, but for the domestic, catering and HE sample esteem and love and belongingness motivation were instead measured which then questions their reliability as universal measures of one specific type of motivation. There were significant differences in the importance that each group of staff assigned to these aspects of the work role, which may explain the difference in the nature of motivation measured. Catering staff assigned significantly more importance to job variety than the other staff groups, however this measured their institutional safety need (catering = 4.3345, domestic = 4.1627, porter = 4.1304,  $p < 0.05$ ) and because it motivates at a lower level it may be considered a more vital aspects of the work role.

The uniqueness of a friendly atmosphere considered to measure the growth need in the porters is most interesting as the relations with others (supervisors and

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<sup>28</sup> As confirmed to some extent in the focus groups with ancillary staff.

colleagues) that create this friendly atmosphere have instead loaded with safety and esteem for these workers. There is less consistency in the source of motivation for the relationship-based items for the porters than has been found in the other analyses for NHS, HE, catering and domestic staff so there is more support for those repeated findings than this one. Rather than measuring love and belongingness needs for affiliation, caring and affection, the male dominated work group, perhaps regard them in more practical and useful terms maybe in the greater development opportunities that a friendly atmosphere can bring. Further consideration of the impact of gender on this finding will be given later in the section.

### ***Work group summary***

The sources of motivation replicated by the ancillary staff according to their work roles are:

- ❖ **Safety** – *Items were consistently found that related to the immediate financial security that the work role brings through pay, bonus schemes and overtime opportunities as well as the predictability and consistency of this security through job security.*
- ❖ **Institutional safety** – *Further support for the safety, predictability and consistency of the terms and conditions of employment to be a distinct source of motivation. Items measuring this related to trade union representation and the quality of these relations. Also measuring this for the work group were the number of days annual leave and the quality of the pension scheme which are specific terms and conditions of employment but ones that are considered to establish stability and predictability between work and home life and in the longer term.*
- ❖ **Love and belongingness** – *The motivation for love and affectionate relationships were consistently measured by good relations with co-workers and the motivation to play an equal role in the service. Relations with other staff and the need for a friendly atmosphere were also reliable items for measuring affectionate relations, giving and receiving love, being accepted and affiliated with others in the workplace. The duplication of items between the majority of*

*the staff groups extends their reliability as measures of this need in the motivation of ancillary workers.*

- ❖ **Esteem** – *A number of items were duplicated between the domestic, catering and portering staff that are considered to measure their motivation for recognition, appreciation, achievement, attention and respect. These related to the contact the staff had with their superiors, and common to at least two staff groups, were further items concerning specific aspects of these relations such as trust, being kept informed, listened to and problems dealt with.*
- ❖ **Autonomy** – *Although some items that loaded on this need related to the opportunity for independent thought and action, through the level of control the staff experienced as well as wider organisational systems for this, they were not shared by any of the staff groups. The factors that loaded for each work group could be considered to measure autonomy independently, but when compared they are too different to be deliberated as reliable.*
- ❖ **Self-actualisation** – *Items relating to personal and professional development loaded together in two of the three staff groups' need importance. Opportunities to learn new skills and expand existing ones were close to Maslow's description of the need to become all one can become, in their transference to the work setting and the low-level ancillary role.*

## Gender Need Satisfaction

The final investigation of the ancillary staff's motivation is according to their gender. Significant differences between the genders in the level of satisfaction and importance expressed for each need were detected using the independent samples t-test. The full results of this analysis can be found in Appendix 24.

### Safety

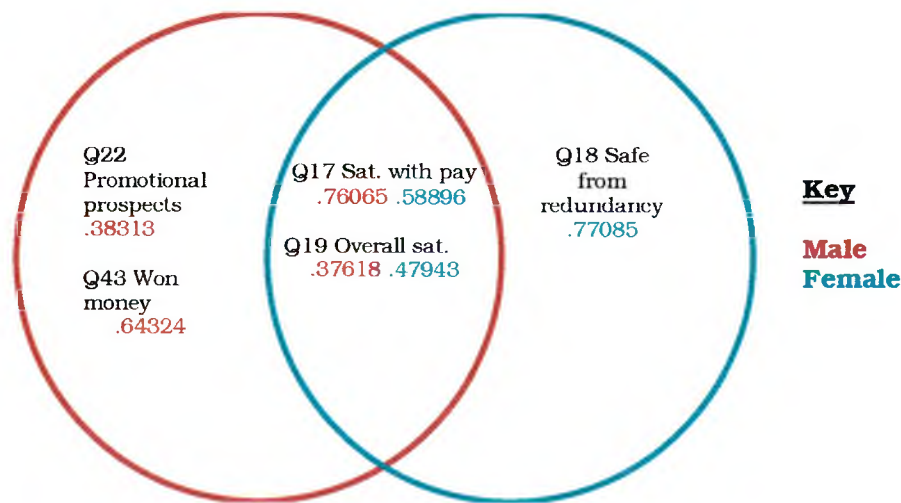


Figure 9.11 Male & Female **Safety** need satisfaction

A financial based factor has again emerged for the staff according to their gender, and as such is considered to closely correspond to Maslow's safety need in the stability, predictability and consistency that money can establish in Western society. Common measures of safety regardless of gender were satisfaction with pay, which has been shared by other samples in measuring this need, and the general overall job satisfaction item. Pay has consistently loaded with other safety need items and can be considered in terms of the stability and predictability that financial rewards can bring in the materialistic world, as well as fairness. Its repetition also improves the reliability of the item as a true measure of this type of motivation in the work role. The independent samples t-test was run on the satisfaction assigned by the male and female staff to identify any significant differences that could be applied to the wider population. This test found female staff to be significantly more satisfied with their rate of pay than the male staff, although both were very low (male = 2.4467, female = 2.8942,  $p < 0.05$ ). Perhaps males have higher expectations for their rate of pay than females, or are more reliant on their income than females and so are much less satisfied with what they



receive. Despite this dissatisfaction males were still significantly more satisfied overall with their job than the female staff (male = 3.4518, female = 2.9864,  $p < 0.05$ ), although this level was still fairly mediocre. It may be that pay dissatisfaction has had a strong impact on the males' evaluation of their overall job satisfaction which then reduces it to a mediocre level, and female staff consider a much wider variety of aspects of their job.

For the female sample, the sense of feeling safe from redundancy also measured their safety needs. As the marker variable for this need the item closely reflects Maslow's description of the need and others' operationalisations (Mitchell and Moudgill, 1976; Porter, 1961; Shoura and Singh, 1999) which adds validity to factor identification. Job security instead measured the autonomy needs of the male staff, which would suggest on face value that they regard this in terms of the opportunity it provides for independent thought and action. Although this does not directly follow, it could be that job security is determined by the porter's or male's length of service (e.g. first in last out), so the longer one has been with the organisation the more responsibility and freedom one may have in the role. Alternatively the difference could have arisen because female staff regard the security of their job in a much more practical sense in the financial provision it makes, compared to the male staff that regard it more as a level of responsibility and opportunity for independent thought. Although different types of motivation were measured with this item there were no significant differences between the satisfaction assigned.

Male staff are also considered to be motivated at the most basic level of motivation by promotional prospects and the general item of the likelihood of continuing to work if a large sum of money was won. The opportunity for promotion was anticipated to measure the motivation for growth and development in the workers, but this result would suggest that male staff instead regard it in terms of the long-term safety and security that a higher position in the organisation could bring. Female staff were found to be motivated by esteem needs with their promotional prospects, perhaps in the appreciation, recognition and feelings of self-worth that they bring from the organisation, but despite the different loadings there were no significant difference in each genders' perceived prospects. There is more consistency with the previous analyses according to sector and work group for promotional prospects to be a source of safety motivation, as found for the male staff, than one of esteem or growth.



The general item of continuing to work after a large sum of money had been won was included to strengthen the need on which it loaded, and for the males this was their safety need. Perhaps they are considering their longer-term safety needs with this item, although this would depend upon how much had been won and the future that it could provide and secure. The likelihood of continuing to work was consistently low for both sexes.

**Institutional safety**

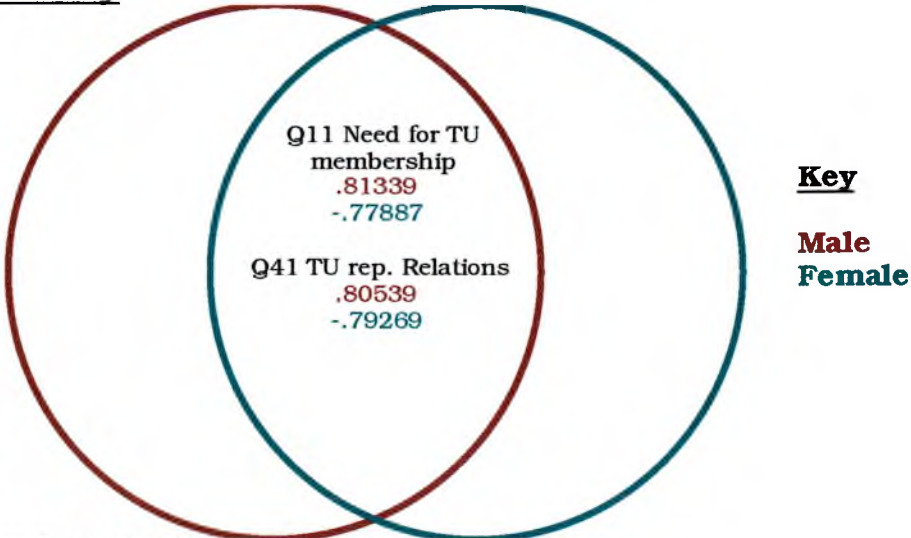


Figure 9.12 Male & Female **Institutional Safety** need satisfaction

Once again the trade union related need satisfaction items have loaded together and are shared by the male and female samples. The need, labelled Institutional Safety, considers the security and stability of the work role in the organisation and the terms and conditions that the worker enjoys. The shared need and its measures are considered to lend support for Institutional Safety being a universal need in the public sector workplace and to ancillary roles, that is not determined by gender. There were no significant differences between the groups in their satisfaction with this safety.

**Love & Belongingness**



Figure 9.13 Male & Female **Love & Belongingness** need satisfaction

Items relating to the need for good co-worker relations and playing an equal role in delivering the service were shared measures between the genders and as shown in the previous analyses are considered to closely reflect Maslow's love and belongingness need. The opportunity that relations with others bring for affectionate and caring relationships and belonging to a group are appropriate reflections of Maslow's description of the need and previous operationalisations of the need (Hall and Nougaim, 1968; Porter, 1961; Friedlander, 1963; Shoura and Singh, 1999). This then helps to validate the need label that has been assigned, and the repetition of the items from previous analyses, improves their reliability as accurate measures of the need. There were no significant differences between the satisfaction awarded by the genders to the need for good relations, but male staff agreed significantly more than females that they played an equal role in the delivery of the service (male = 4.2087, female = 4.1076,  $p < 0.05$ ). This difference could be explained by the level of confidence that male and female staff have in their contribution to the service or the interest shown in making this contribution. Nevertheless both co-worker related items are considered to motivate the love and belongingness needs of all the ancillary staff regardless of gender.

**Esteem**

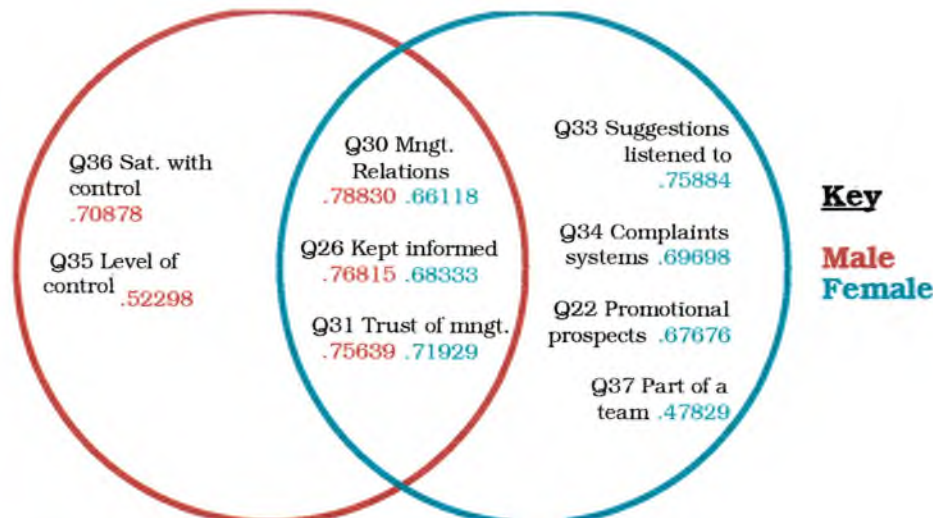


Figure 9.14 Male & Female **Esteem** need satisfaction

The items loading on this need for both the male and female samples are considered to fit closely with Maslow's esteem need classification and matches those found in previous analyses according to sector and work group. Three items were common esteem need measures across the genders that are thought to provide opportunities for appreciation, recognition and independence through relations with service managers. The feeling of being kept informed, relations with management and trust of management were shared measures of esteem and were close to those used in previous studies of Maslow's model although this was with those higher up the organisational structure (e.g. Mitchell and Moudgill, 1976; Shoura and Singh, 1999). This helps to establish their validity, but the repetition of specific items demonstrates their reliability as measures of esteem in these staff. There were no significant differences in the satisfaction of male and female staff with these relations and therefore their levels of esteem.

For the male sample issues of control were also considered to measure esteem and was a similar finding to that shown for the male dominated porters. These items were predicted to be measures of esteem or Porter's (1961) development of the need with autonomy, and measured staff's satisfaction with the opportunity for independence and responsibility. It would appear however that Maslow's original form of the need is being measured for the male staff with other items regarding management relations, even though a separate autonomy need emerged where these items loaded for the female staff. The lack of consistency in these items between the genders questions their reliability as measures of autonomy or esteem.

In the female sample other measures of esteem diverted from management relations to include more organisational-wide issues as shown in the sector and work group analyses. The effectiveness of organisational suggestion and problem solving systems were a source of recognition and appreciation for the female staff perhaps in the investment and concern they indicate to the staff that the organisation is giving to them. The first port of call for these systems are usually managers and supervisors, and perhaps explains why they have loaded with other management related items for the female staff. There were no significant differences between the genders for their ratings of the effectiveness of the suggestion schemes, but female staff did rate the problem solving systems to be significantly more effective than the male staff (male = 3.1034, female = 3.2319,  $p < 0.05$ ). This would suggest that the female staff are more confident in the organisational systems than their male counterparts, or perhaps the male staff expect them to be more effective than they are currently.

Promotional prospects loaded as predicted with esteem for the female staff, and are considered to signify the organisation's appreciation and recognition of the staff's work and the increased opportunity for independence. This was also the case for the NHS sample, but they measured the much more primitive safety need of the male staff, HE, catering and portering samples. Rather than consider the personal achievement and development that promotion signals, they are considered to focus on the immediate and longer term financial reward and stability. The results for the genders suggest that male ancillary staff focus on the financial security that promotion brings, with additional reward and commitment to the organisation, whereas females consider the achievement and recognition that such opportunities' display. This may again be influenced by the cultural context of those occupying these low-level, lowly qualified roles and the emphasis that each place on these opportunities. Male staff tend to be the traditional breadwinner of the family so there is a greater demand on them for survival than there is compared to the female staff. When the prospect for additional income arises, then they see it as just that and do not consider the effort and skills needed to reach them.

Feeling part of a team was also considered to measure the esteem needs of the female staff and was similar to that found for both sectors and the domestics as well. Even though the item was initially predicted to gauge love and belongingness motivation, it could be that female staff are so proud of the team they are in that it

also signals achievement, appreciation and recognition rather than more individualistic feelings of affiliation, love and belongingness. This measured the autonomy needs of the males, but as a development of esteem needs this difference is close to that expected. Once again there were no significant differences between the genders in their sense of being part of a team.

**Autonomy**

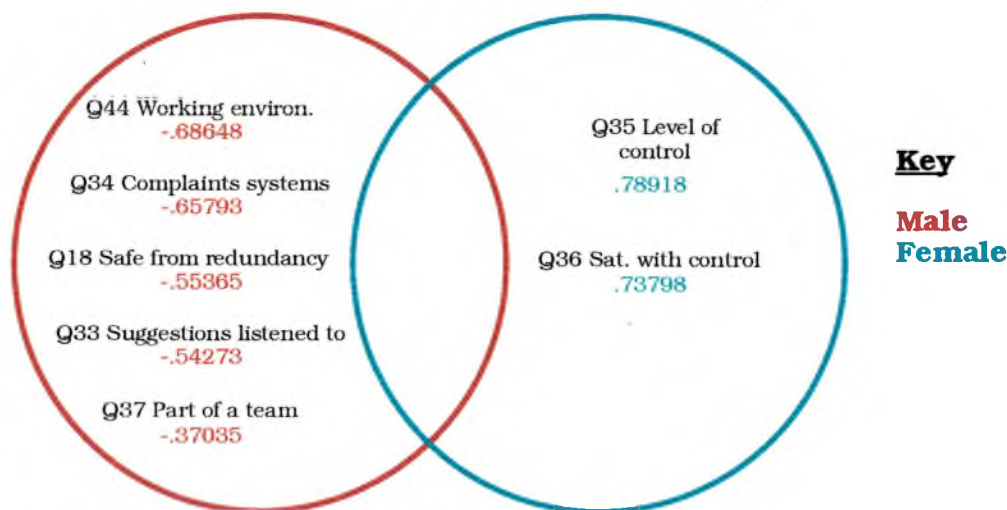


Figure 9.15 Male & Female **Autonomy** need satisfaction

The items loading on this factor were distinct to the genders but individually they are considered to be close to the autonomy need identified by Porter (1961) for independent thought, action and responsibility. Because none of the items were shared between the genders though it immediately questions the reliability of the need and the items for measuring this need.

The level of control female staff felt they were under from managers and supervisors, and their satisfaction with this control, were the only sources of autonomy and independence for them. These were predicted to be measures of this, but more as an aspect of Maslow's esteem need classification than Porter's adaptation. These are more direct measures of the need than those found for the male staff, and were shared by the NHS and catering staff. In the other samples, control measured the wider source of autonomy – esteem, but with such close definitions the two types of motivation they are almost inseparable. Although the descriptions are close and can be considered as one, this research does indicate that they are two separate sources of motivation for some samples at least. The lack of consistency however questions the reliability of distinguishing between the needs, or the items included to measure them. Despite the difference in loading



there were no significant differences between the genders on the control experienced and their satisfaction with this control, which again brings the autonomy and esteem closer together as common sources of motivation.

Issues relating to organisational systems such as suggestion schemes, complaints procedures and the physical working environment measured the autonomy needs of the male staff as did their job security and feeling part of a team. This matched the items loading on the need for the porters which strongly implies determination by gender rather than one of work role. Perhaps male staff regard the organisational systems as providing the opportunity for them to influence ways of working, goal setting and for independent thought, which Porter used to characterise autonomy, whereas female staff consider them as a more direct source of esteem for recognition, respect and appreciation. Either way, they are very close sources of motivation, with autonomy motivation perhaps focusing more upon the ego needs and self-esteem than the more general esteem based on that received from others. The lack of uniformity for autonomy as a separate source of motivation however throughout the analyses cannot warrant its distinction and a deviation from Maslow's model.

Job security was designed as the marker variable for the safety need in its closeness to Maslow's descriptions of the need and others' operationalisations, and has loaded as such for the female staff and the majority of other samples. For the male staff however it has instead loaded with autonomy. Although it must be remembered that female staff dominated the sample, this result does suggest a gender divide in the motivation for stability and security in one's income. It would appear that female staff regard job security in the more primitive form for financial consistency but male staff interpret it in terms of how it presents themselves to others. Perhaps length of service determines job security for the male staff, and the longer one has been with the organisation the greater responsibility, independence and respect they enjoy and so has a greater impact on others' views of them. Although this appears to appeal to different types of motivation for the genders, there were no significant differences in the level of security that the male and female staff felt in their job. It may be that the safety and esteem need split between the genders is confined to these more traditional, manual work roles than professional roles requiring more education but further work would have to be undertaken to establish the generalisability of this finding to other occupations. There is greater support throughout all the analyses for job security to measure safety motivation than esteem or autonomy.

**General**



Figure 9.16 Male & Female **General** need satisfaction

The final factor for the female sample was unique to these staff and so is difficult to establish as a reliable source of motivation for all. The general satisfaction measures included as strengthening items for the factors on which they loaded, have correlated independently for the female workers and so have failed to perform their function. This was also the case for the NHS sample, which could imply that the result is influenced more by the gender dominating the sample than the sector.

These items were found to measure the safety and autonomy needs of the male sample and helped to strengthen them, but for the female staff this was not the case. Despite the difference in loadings there were no significant differences between the genders. Males were no less satisfied with their physical working environments than their female counterparts, or more likely to continue to work if a large sum of money was won.

## Gender Need Importance

### Safety

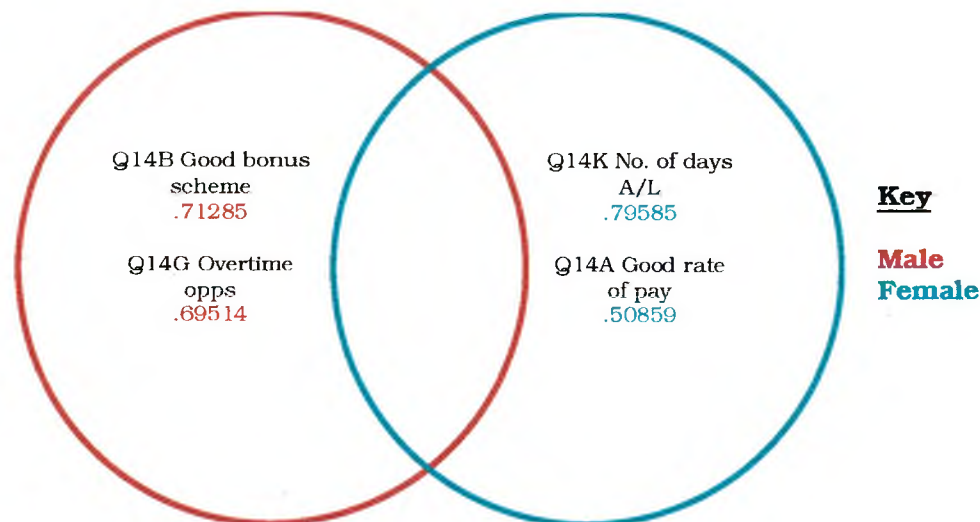


Figure 9.17 Male & Female **Safety** need importance

Two items measured the importance of what is considered to be safety needs for both the male and female samples, but none were shared. The same items have measured this needs' importance in previous analyses (e.g. for the NHS, HE, domestic, catering and portering samples) and their shared financial nature also supports the results of the safety need satisfaction which helps to establish its reliability. The importance of a good bonus scheme and overtime opportunities were measures of safety for the male sample, perhaps in the additional finances that they bring and the stability this enforces in modern culture. The t test found significant differences between the importance assigned to bonus schemes with male staff rating these with much greater importance than the female staff (male = 4.2964, female = 3.8613,  $p < 0.05$ ). It may be that bonus schemes are more widely available to the male dominated profession (porters) than the female dominated occupations (domestic and catering), which is why they are more important, alternatively the male may rely more on these additional finances as the traditional breadwinner of the family compared to the female staff. This is similarly true for overtime opportunities, although male and female staff assigned mediocre importance to these opportunities (male = 3.7799, female = 3.7243,  $p > 0.05$ ).

The safety needs of the female sample were measured by a good rate of pay and the number of days annual leave, and were predicted to be measures of such motivation in the predictability, order and stability that they can bring to the work



and home life. These items have instead loaded with needs close to institutional safety and love and belongingness in the male staff, which was the case for the female dominated occupations of domestics and catering so there is no definite gender divide in these findings. Both male and female staff rated a good rate of pay as very important, but female staff rated the number of days annual leave as significantly more important to them than their male counterparts (male = 4.2067, female = 4.6784,  $p < 0.05$ ). Although some of the items have measured safety need importance in previous analyses, the lack of shared measures between the male and female samples does not support them as universal measures of the need. It may be that a gender divide does in fact exist between the most basic source of motivation for staff occupying these work roles anyway, as they have loaded differently, but perhaps this is determined according to wider responsibilities in life (e.g. as breadwinner, home-maker).

**Institutional safety**

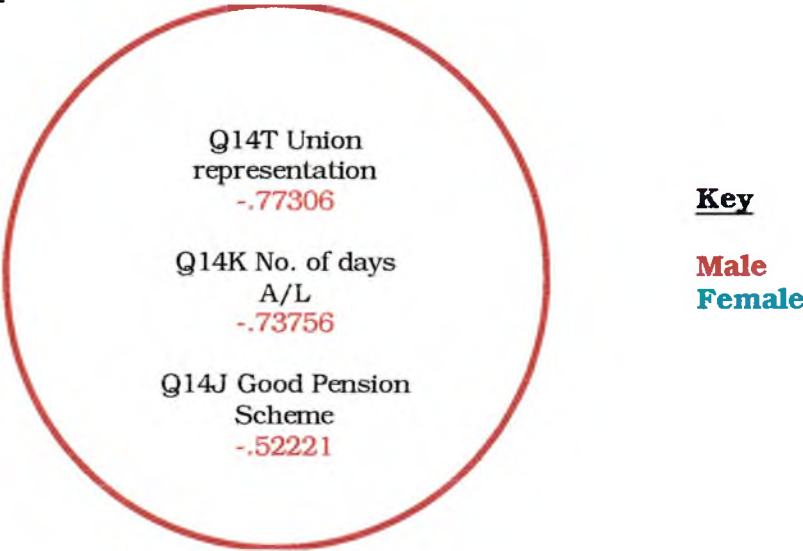


Figure 9.18 Male & Female **Institutional Safety** need importance

The institutional safety need that was considered to load for the NHS, catering and portering sample only loaded for the male sample. Like the HE and domestic staff, no such source of motivation was found for the female staff to protect and improve the terms and conditions of the work role, which would imply a definite gender influence on the results. The importance of union representation, number of days annual leave and a good pension scheme are considered to measure the stability of the males in their work role and was identical to the porters and close to the catering staff. These items can be argued to motivate for consistency and stability in work and home life in both the short- and long-term. Male staff considered the longer term stability (pension scheme) that the organisation can bring as

significantly more important than the female staff (male = 4.5884, female = 4.4215,  $p < 0.05$ ) although both felt it was quite important. As reported in safety need importance, female staff considered the number of days annual leave as significantly more important than the male staff, but importance was at a similar level for union representation. Female staff were motivated by these organisational terms and conditions at the more personal level of safety than as a member of a collective, but both are considered to be motivating the need for consistency, stability and predictability. The unique loading of this source of motivation for the male staff however would definitely suggest a gender bias on the need for institutional safety.

**Love & Belongingness**

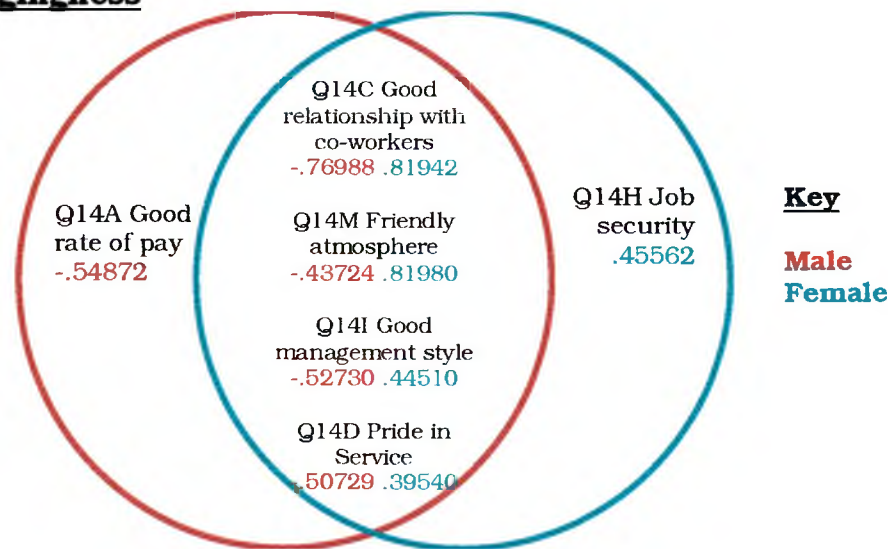


Figure 9.19 Male & Female **Love & Belongingness** need importance

A factor close to Maslow's love and belongingness needs is considered to have loaded for both the male and female samples and many items were shared, including the marker variable. Four items were common measures of the need across the genders which supports them as universal gauges of this need, and their validity is heightened by their proximity to previous operationalisations (Porter, 1961; Friedlander, 1963; Shoura and Singh, 1999; and Hall and Nougaim, 1968). The importance of good co-worker relations (marker variable) has consistently measured the need for affectionate and caring relationships in the workplace for the domestics, catering, NHS and HE samples, and has been repeated here making it a most reliable measure of this source of motivation. The t test found that female staff rated this as significantly more important than the male staff (male = 4.7505, female = 4.6269,  $p < 0.05$ ), but the importance expressed were very close.

The importance of a friendly atmosphere again measured the affectionate relationship of both male and female staff and their sense of belonging to the service and organisation. In the previous investigation this item was considered to measure self-actualisation in the porters and was thought to be determined by gender, but this result would suggest otherwise. The item has been consistently supported as a measure of this need in the NHS, HE, catering and domestic samples though and so this result again improves its reliability. Female staff did find this significantly more important than the male staff though, but both were motivated by love and belongingness (male = 4.6267, female = 4.8058,  $p < 0.05$ ).

The importance of a good management style was predicted to measure participants esteem needs in the contact that it gives the staff with those who can commend and acknowledge one's input. This was the case for the NHS, HE, domestic and portering samples, but for the males and females, love and belongingness motivation was instead measured. Perhaps the management style provides staff with a sense of belonging to the organisation, especially one that is approachable and open and will provide similar sources of motivation as a friendly atmosphere and good relations with colleagues. Again female staff rated this significantly more important than the male staff, but both felt it was very important (male = 4.4931, female = 4.6195,  $p < 0.05$ ).

Pride in service was also shared across the genders in measuring this need, but as with management style was originally predicted to ascertain esteem needs. The porter's esteem needs were measured by the pride they took in their work and was again thought to be determined by their gender more than the nature of their work, but this result would suggest that an alternative explanation to gender should be offered. As found for the NHS and catering sample, pride in service is considered to measure the sense of belongingness and affiliation both the male and female staff have with others, and when evaluating pride in themselves they consider others in the service team than just their ego. Female staff again rated this with significantly greater importance than the male staff but it appears to be a universal measure of love and belongingness motivation (male = 4.5080, female = 4.7235,  $p < 0.05$ ) of great importance.

Also measuring this need for the male sample is a good rate of pay, which was the same as that found for the domestics. This was not the case for the female staff though and so the result for the female-dominated domestic role is surprising, as

is the safety need motivation of the male-dominated porter work role. Although the item does not appeal to the same source of motivation, the results do suggest that they are not determined by the worker's gender. This is also confirmed by the absence of a significant difference in the importance assigned to the need, as all staff rated pay as vital.

Job security is also considered to measure female staff's love and belongingness but was foreseen to measure their safety needs as has been found in NHS and catering analyses, in the predictability and consistency that continuation of the work role provides. These results would suggest however that female staff in fact incorporate their sense of affiliation to the group and the security of this affiliation in the longer term, when they consider their job security. Because this result was also found for the female dominated sample of domestics, it would imply that the team-based working practices used in these roles do influence their motivation for job security. It would also suggest that there is a gender influence on this aspect of motivation which is further confirmed by the repeated measurement of this item in esteem needs for the male sample and male-dominated porter work role. It would appear from this result that the wider cultural context of being male and female, occupying a work role and the security of this role has influenced the type of need that it motivates. Traditionally males occupy work positions that are the main source of income for the family, with females being the homemaker or working to earn 'pin' money. There are more repercussions for the respect, recognition and feelings of self-worth for the male worker when they lose their job that they are predicted to motivate at a more sophisticated level, compared to the female worker. Since low-level, relatively uneducated manual workers are being considered in this research, the traditional male/female divide is likely to still exist, but this may not be true for the wider working population. The generalisability of the importance of job security as a measure of a specific aspect of motivation, therefore is questioned by the findings for gender and their cultural context. Despite the difference in loading there were no significant differences between the genders in the importance they assigned to this aspect of their jobs.

**Esteem**

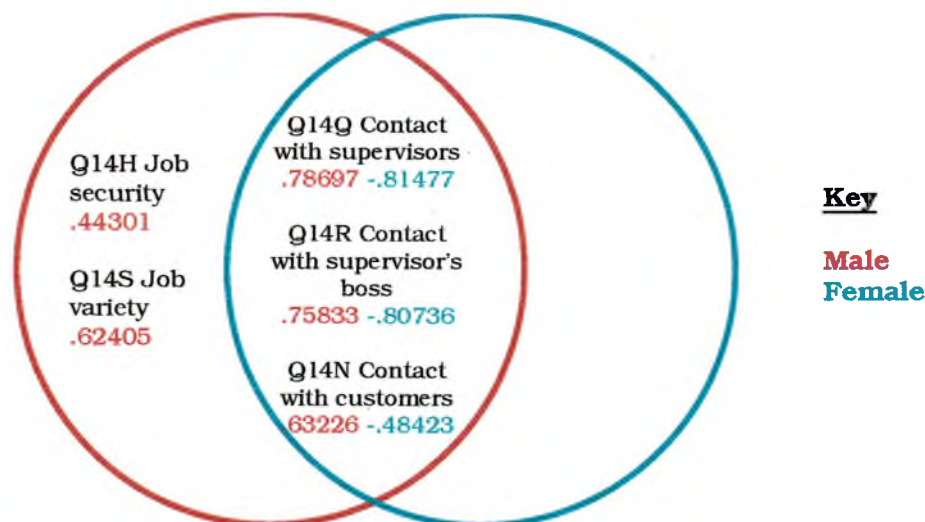


Figure 9.20 Male & Female **Esteem** need importance

The three items measuring the esteem needs of the female staff, including the marker variable (contact with supervisor) were shared by their male counterparts. The contact male and female ancillary staff have with their supervisors, supervisor's boss and customers are considered to all provide the scope for recognition, appreciation, and acknowledgement which will have a positive or negative impact on one's personal judgement of oneself. These items have consistently measured esteem in the previous investigations for the NHS, HE, catering and portering staff, and so suggests they are reliable measures of the need. This is also validated by the closeness of these measures with those used in previous studies of Maslow's model that considered those much higher in the organisational structure (e.g. Mitchell and Moudgill, 1976; Shoura and Singh, 1999). There were no significant difference between the importance assigned to contact with customers between the male and female staff, with all considering them to be important; however female staff found contact with supervisors (male = 4.1940, female = 4.5308,  $p<0.05$ ) and their boss (male = 4.0663, female = 4.5308,  $p<0.05$ ) to be significantly more important than the male staff. Perhaps male staff prefer less contact with their superiors as they enjoy independence and autonomy, and female staff require more acknowledgement, recognition and reassurance and so favour more regular interaction with managers.

Job security and variety are also considered to measure the male staff's esteem needs, but were predicted to measure safety and self-actualisation motivation respectively. Job security measured the porter's esteem needs as well rather than the safety need that was found in the NHS and catering sample or the love and



belongingness of the HE, domestic or female staff. Once again the lack of consistency between the samples in the source of motivation to which job security appeals, questions its reliability as a robust, reliable and universal measure of any need.

Job variety measured the intended growth need of the male dominated portering sample, but has instead loaded with the lower need for all the male staff. This result would suggest that males consider variety in the work role as a source of status and signals worker's capabilities, knowledge and development to others thus influencing the regard, recognition and appreciation they will gain from others. This has loaded as a measure of the growth need for the female staff, but there were no significant difference in the importance assigned to job variety.

**Self-actualisation**

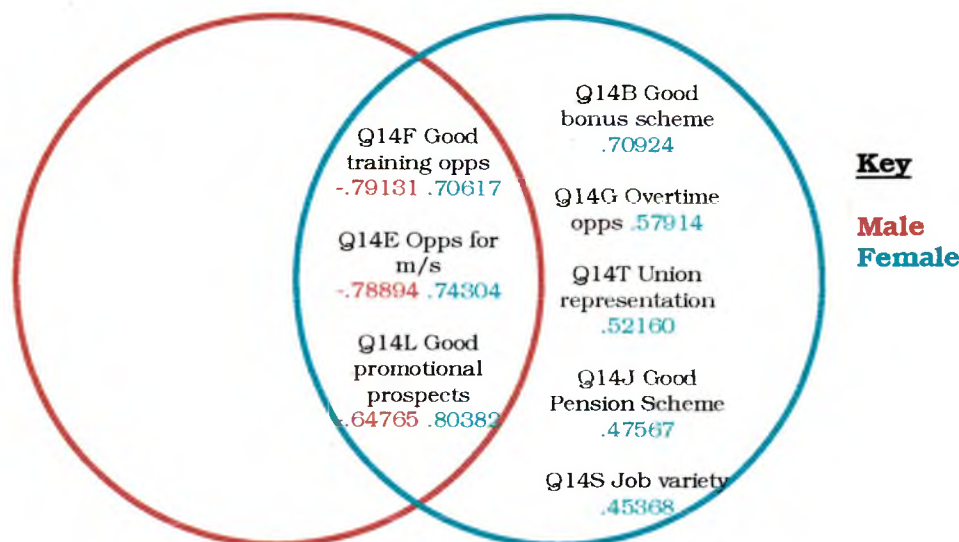


Figure 9.21 Male & Female **Self-actualisation** need importance

The final factor to load for the male and female staff is considered to closely fit Maslow's description of the growth need. Three items were shared across the genders that provided the opportunity for development and progress in the work role, and would indicate they are universal measures of this need. Opportunities for training, multi-skilling and promotion all measured staff's scope to become all they can become in the work role and were shared with the previous findings for the catering, portering and NHS samples. Despite the commonality in loading for the genders, the t test found significant differences in the level of importance assigned to training opportunities. Female staff found the opportunity for self-actualisation from training to be significantly more important than male staff (male = 4.0824, female = 4.2136,  $p < 0.05$ ), perhaps because female workers are

more open to change and development than traditional male manual workers. The importance of promotion and multi-skilling were at a similar level across the genders yet these were neither important nor unimportant to the staff.

Several other more safety-related items are also considered to measure the self-actualisation needs of the female staff. Items that measured the institutional safety of the male staff including a good bonus scheme, union representation, a good pension scheme and overtime opportunities, measured the growth need of the female workers. One interpretation of this result could be that by obtaining longer-term financial safety in the organisation, the female workforce feel they are able to grow and develop to ultimately become all that they want to become or achieve in their work position.

Job variety was also found to provide development and growth opportunities for the female work force, and was predicted to be a measure of this need. The opportunity to take on new tasks and extend their skills measured their personal or professional growth and development rather than their position in relation to others, which was the nature of motivation found in the male sample (esteem).

Although there are some shared items of self-actualisation across the genders, there are some definite gender variations in the form of motivation that some aspects of the work role take. It should be remembered however that Maslow's theory was one of human motivation in life as a whole, and this research is limited to the workplace. It may be the case that other sources of growth and development are provided outside of the work role and currently satisfy this need since it has not been found in the need satisfaction investigations. Alternatively the need may not have been operationalised effectively to measure the current opportunities for the ancillary staff to become all they can become.

## ***Gender summary***

Factor analysis of the work motivation data according to the gender of the staff again shows support for Research Question I and Maslow's classification of human motivation. The needs that have been consistently found are:

- **Safety** – *Items loading on this need again related to immediate financial reward through pay, bonus schemes and overtime opportunities as well as the security*

of the work role that offered these rewards. Only pay was a shared source of safety motivation though for the male and female staff.

- **Institutional safety** – Items relating to satisfaction with trade union membership and representation continued to be consistent measures of the collective motivation for safety, predictability and consistency in the terms and conditions of employment for both male and female staff. Only the importance of the need was measured in the male staff though, but this was alongside the further organisational conditions of employment shown to motivate the catering and portering staff terms. Both the importance of the number of days annual leave and the quality of the pension scheme motivated the male staff.
- **Love and belongingness** – Consistency exists throughout this investigation for the items measuring this need. Items relating to good co-workers relations and playing an equal role in the service measured the staff's motivation for affiliation and belongingness. The need for a friendly atmosphere, good management style and pride in service were also reliable items for measuring being accepted and affiliated with others in the workplace, for affectionate relations as well as the giving and receiving love across the genders. Because public sector ancillary staff tend to work in small teams, it is likely that when one evaluates the pride of the service delivered one also considers others in the team and so incorporates their sense of belongingness. This was also found for the NHS and catering samples.
- **Esteem** – Items relating to relations with superiors and the wider organisation were duplicated measures of male and female staff's motivation for recognition, achievement and respect. The quality of relations with managers, the level of trust for them and the sense of being kept informed measured both sexes' esteem needs, as did the contact they have with their customers. All of these items allow direct feedback on the worker's performance, and so are considered to provide the opportunity for appreciation and feelings of self-worth.
- **Autonomy** – In similarity to the work group findings the items that loaded for the male and female staff on autonomy could be considered in terms of the opportunity for independent thought and action or as a specific aspect of Maslow's esteem. Items relating to the level of and satisfaction with control measured this need as well as the effectiveness of the organisational systems that encourage this. However none were common to the male and female staff which either implies a gender differentiation in the nature of autonomy or the unreliability of the need and the items considered to measure them.



- **Self-actualisation** – *This need was consistently measured in the male and female staff by items relating to personal and professional development. Both regarded training and multi-skilling opportunities as chances to develop existing skills and learn new ones, that are then recognised through promotional prospects. These measures were also shared by the NHS, catering and portering samples, which improves their reliability as the opportunities for staff in this low level role to grow and become all they can become.*

Three of Maslow's needs have been firmly confirmed in the work group and gender analysis that also emerged for staff according to their sector. Safety, love and belongingness and esteem needs are supported as applicable to the work motivation of all ancillary staff, shown in both need satisfaction and need importance investigations which again improves their reliability. The growth need can only be supported to a certain extent since this was only found in need importance. However it may be the case that this need will only ever be found in importance since its partial satisfaction only increases its importance. The new need found in the sector analysis to motivate the ancillary staff was also repeated in these subsequent examinations. Institutional safety was shown to be a reliable source of motivation to these staff that occupy roles in the mammoth, fragmented and politically driven sector. The validity of this need to other types of workers in other types of sectors will need further investigation, but the results here indicate its' appropriateness to the current research sample.

By analysing the work motivation data gathered from the NHS and HE ancillary staff, according to work group and gender, reliability of the needs and some items measuring these needs has greatly improved. The consistency in the needs considered to be found to motivate the staff in all the investigations, lends support to the fit of Maslow's model of motivation and so Research Question I. The commonality of many of the items within the needs also helps to develop a reliable and accurate measure of motivation in these staff. This will be valuable to those in the practical field and will have implications for understanding, measuring and designing appropriate motivational techniques. This information has been transferred to the field on several occasions in order to build upon the practical worth of the results (Appendix 1).

Further consideration of all the results, and their appropriateness to Maslow's model of motivation or others that exist, will be given in the next chapter.

## **Chapter ten**

### **Research Question I Discussion & Conclusion**

Several needs have been found in this exploration that are considered to closely correspond to the need classifications given in Maslow's model of human motivation. Many have loaded consistently across the sector, work group and gender analyses which heightens their reliability and the support that can be given to Research Question I. There is also uniformity in the items measuring these needs, which improves their dependability as reliable and appropriate measures of work motivation. This information will make a valuable contribution to the applied setting, as managers and supervisors will now be able to have a clearer understanding of the nature of ancillary staff's motivation and the level of motivation that aspects of their work role address. This has been fed back to the managers of ancillary staff on several occasions (Appendix 1) to encourage its application.

Within this chapter the nature of the needs that have been found will be considered and compared against the results of previous investigations of Maslow's model. In addition to this, the results will also be examined for the support that can be given to Research Question I. Table 10.1 over page summarises the needs and items that have consistently emerged to measure each need across all the investigations.

Table 10.1 Common measures of *need satisfaction* and *need importance*

		NHS	HE	Domestic	Catering	Porter	Male	Female
Safety	Rate of Pay	✓	✓	✓		✓	✓	✓
	Job Security	✓	✓	✓	✓			✓
	Promotional prospects		✓		✓	✓	✓	
	Bonus schemes	✓	✓	✓	✓	✓	✓	
	Pension scheme	✓	✓	✓	✓		✓	
	Good rate of pay	✓			✓	✓		✓
Institutional safety	Need for TU membership	✓	✓	✓	✓	✓	✓	✓
	TU rep. relations	✓	✓	✓	✓	✓	✓	✓
	TU representation	✓			✓	✓	✓	
	Annual leave				✓	✓	✓	
	Pension scheme				✓	✓	✓	
Love & belongingness	Need for good co-worker relations	✓	✓	✓	✓	✓	✓	✓
	Equal role in Service	✓	✓	✓	✓	✓	✓	✓
	Good relations with co-workers	✓	✓	✓	✓		✓	✓
	Friendly atmosphere	✓	✓	✓	✓		✓	✓
	Management style	✓			✓		✓	✓
	Pride in service	✓			✓		✓	✓
Esteem	Trust of management	✓	✓	✓	✓	✓	✓	✓
	Suggestions listened to	✓	✓	✓	✓			✓
	Complaints systems	✓	✓	✓	✓			✓
	Kept informed	✓	✓		✓	✓	✓	✓
	Management relations	✓	✓	✓	✓	✓	✓	✓
	Satisfaction with control		✓	✓		✓	✓	
	Part of team	✓	✓	✓				✓
	Contact with supervisor	✓	✓	✓	✓	✓	✓	✓
	Contact with supervisor's boss	✓	✓	✓	✓	✓	✓	✓
	Contact with customers	✓	✓		✓	✓	✓	✓
	Management style		✓	✓		✓		
	Pride in service		✓	✓		✓		
Self-actualisation	Opportunities for multi-skilling	✓			✓	✓	✓	✓
	Opportunities for training	✓			✓	✓	✓	✓
	Job variety	✓				✓		✓
	Promotional prospects	✓			✓	✓	✓	✓

As shown in the table, many items were common in measuring the motivational needs of all the ancillary staff.

Those relating to **safety** are considered to reflect the need for consistency, predictability and stability demonstrated by the financial motivations of the work role. Rate of pay, job security, pension and additional income from bonus schemes can all be interpreted as establishing short and longer term safety in work and home life in the Western world. Many other studies of Maslow's model of motivation have used similar items to assess safety motivation, especially in relation to job security. For example, Mitchell and Moudgill measured security needs with *"the amount of predictability and order in one's position"* (1976, p. 339); Porter measured these needs in managers with *'the feeling of security associated with my position'* (1961, p. 3); and Shoura and Singh measured them in engineers with *'Do you think you are secure in your job?'* (1999, p. 47). Although these items closely reflect those that have been found in the ancillary staff, their validity and reliability as measures of safety is questionable since they were developed *a priori*. A large proportion of previous studies of Maslow's model have controlled the items measuring needs and focussed upon the relationship between these needs, rather than explore the nature of worker's motivation as has been done here. Since no other study has evaluated ancillary staff's motivation using Maslow's model, it is deemed necessary to gather empirical support for the need classifications and use them to assess the process of motivation (Research Question II). This is considered to allow a more rigorous and thorough examination of the model, but previous assessments are still useful for understanding need interpretations.

Promotional prospects were also found to be a source of safety motivation for the HE, catering, portering and male staff but only in terms of need satisfaction. Perhaps these workers are focussing on the immediate stability and security that promotion can bring, particularly through an increase in pay, rather than the personal development that such opportunities indicate. The item was predicted to measure the growth need in the workers and has been used as such in the aforementioned *a priori* investigations of the model. However by loading reliably with other safety need items on several occasions, this would instead suggest that promotion is considered at a much more basic and immediate level for the ancillary staff in the increased stability and predictability that it can bring to the

work role. The importance of promotional prospects has been found to characterise the self-actualisation need importance though, by loading with other development opportunities such as training and job variety. This could indicate that the ancillary staff have aspirations for growth as the need is important, but there are few opportunities in their current environment for satisfaction. Further consideration of this will be given when the self-actualisation need is covered below.

The motivation for safety specific to the work role and the terms and conditions of employment was consistently measured throughout the investigations by trade union related items. ***Institutional safety*** is considered to relate to the collectivist approach that these organisations take towards establishing consistency, predictability and safety in the organisational setting. Other measures of this need for the catering, portering and male members of the sample were a good pension scheme and the number of days annual leave. These items can also be regarded as providing stability, consistency and predictability in the short- and long- term, but their reliability as measures of safety that is specific to the organisational setting is lessened as they are not widely shared. Although these measures can only be found in the workplace they are considered to proportion safety to one's personal life in predicting when one can spend time at home and one's security after the working life. The inadequacy of these items as measures of institutional safety in all the samples decreases their reliability as true measures of this motivation. This is in contrast to the TU items that have consistently measured this need in all the samples, thus establishing them and the need as appropriate to ancillary staff's motivation. It was important to consider TU representation and relations in the public sector ancillary staff, because they have played a significant role in their positions in recent times with the trend for mergers, Compulsory Competitive Tendering and the Private Finance Initiative. All of these Government-driven policies have threatened the stability and predictability of their work roles, so ancillary staff join TUs to assert collective power in maintaining and improving the terms and conditions of employment. Had such questioning not been included in the current investigation of public sector ancillary staff, the research validity would have been compromised. No other investigation of Maslow's theory in the workplace has found this need, but none have included questions relating to TU membership perhaps because they are less relevant to other types of workers. This then questions the generalisability of this need to other workers that are not part of such a large and fragmented workforce in such a dynamic and

government-driven sector, and particularly whether this finding would warrant modifying Maslow's model. The need has still proved to be a reliable source of motivation for the ancillary staff and one that has not previously been supported empirically, so this remains an exciting and useful finding that will be fed back to the FM managers sponsoring this research.

Reliable measures of what is considered to be **love and belongingness** motivation were items regarding relations with co-workers and colleagues. The opportunity for love, caring and affectionate relationships and the sense of belonging to a group or team were repeated sources of love and belongingness motivation for these staff, and are considered to fit Maslow's descriptions of the need. Further measures of this motivation in the staff according to their genders and for catering staff were the importance of a good management style and the pride that they take in their service (the latter was also found for the NHS sample). Although these items consider relations with others (specifically with one's managers and one's view of oneself alongside others) they are not shared by all the samples and so their reliability as true measures of this need to ancillary staff is limited. This contrasts with those addressing staff's relations with more immediate colleagues that have been found to consistently measure love and belongingness in all analyses.

Previous applications of Maslow's model have included items relating to co-workers to measure love and belongingness or a 'social' need. Those studies that have explored the nature of these items and the source of motivation that they appeal have instead found them to load with esteem need items rather than being a distinct source of motivation in themselves and so have instead been labelled 'prestige and fulfilment' (Roberts *et al*, 1971) or 'relatedness' (Alderfer, 1967). Although a similar statistical approach was employed for both these studies and the current investigation, the support for Maslow's love and belongingness needs is not shared. It may be that the differences found are the result of the culture, gender or the nature of worker being considered in each of the studies. Although Maslow suggested that his model of motivation is universal it could still be affected by social and cultural attributes that influence the opportunities for motivation that are created. Perhaps there is more freedom in a low level ancillary role to develop affectionate relations with co-workers, a sense of belonging and being affiliated with others through team working, shared breaks as well as a

greater acceptance of doing so, than there is in managerial and professional positions in US manufacturing firms. As one moves up the organisation, taking on more responsibility and a more professional role, there may also be less time and opportunity for these relationships to be developed and perhaps also less desirability. The need therefore would exist in all but is not an immediate source of motivation for all. If this is true then this questions the generalisability of the findings of previous studies of motivation in more professional staff that have concluded that these needs are not appropriate sources of motivation per se.

It was also thought that the discovery of love and belongingness needs in the ancillary staff and its absence in previous empirical studies may have been the result of the gender of the workers. Since the majority of the ancillary staff sample are female (74%) and there is a greater likelihood that the managers and professionals included in previous studies (Roberts *et al*, 1971 and Alderfer, 1967) are male, the difference could be due to gender. It was thought that female staff may have a greater need for affiliation, affection, friendship and a sense of belonging in their work role than their male counterpart, however the results show that all items are in fact shared by the ancillary staff. There is therefore no gender difference in the relevance of the needs found in this investigation, but support for the universal nature of love and belongingness in the ancillary staff.

**Esteem** was consistently measured through relationships with those in the wider organisation, particularly supervisors, managers and customers. Relations with those that can influence the work role are considered to motivate staff in the needs for achievement, recognition, independence and appreciation which fits Maslow's description of the need. This motivation is also reliably reflected by the organisational systems for problem solving and suggestions that are considered to provide the scope for wider recognition, appreciation and respect from all staff including other managers. Previous *a priori* examinations of Maslow's model have also included measures of esteem relating to the wider organisation such as '*the regard received from others within the organisation*' (Porter, 1961, p. 3 and those that applied the NSQ) which helps to validate the influence that the organisation has on the individual. However when Roberts *et al* (1971) explored the type of motivation that the item actually appealed by running a factor analysis on the manager's responses to the NSQ, they found them to load with other items included to measure social needs, autonomy and self-actualisation. The strong

support shown for the need in this research contradicts the findings of others and their conclusion that the need is irrelevant. This could again be due to the difference in the nature of the samples and particularly with regard to the position that they occupy in the organisation. Ancillary staff will be under a greater degree of supervision than the professional and managerial staff included in previous research, and so are likely to have a more formal and regular relationship with their superiors. Because of this formality and to some extent control, contact with superiors will provide the chance for the skills and abilities of the ancillary staff to be recognised and appreciated, which accurately reflects Maslow's esteem need. The difference could also be because previous investigations have failed to operationalise the need appropriately for their sample. In their exploration, Roberts *et al* (1971) found little support for the esteem need in managers or the extension of this need that Porter (1961) deemed necessary (autonomy) in his NSQ. Payne (1970) also explored the relationship between established measures of extraversion and aspects of work behaviour using the NSQ, and found inconsistencies between items that were meant to be measuring the same needs. It is possible therefore that the items used here to measure esteem in ancillary staff are more accurate and universal gauges of this source of motivation than has previously been identified.

Motivation to be part of team also measured staff's esteem, although this was predicted to ascertain their need for love and belongingness in the scope for caring and affectionate relations, and particularly a sense of belonging. However team membership for the NHS, HE, domestic and female staff reliably loaded with other items considered to be esteem need measures and must instead create opportunities for recognition, attention, prestige and feelings of self-worth. This may be determined by gender as team membership for the female sample and female-dominated work role (domestic) loaded with other esteem needs, although the t-tests found no significant difference between the importance assigned by the male and female staff. Alderfer argued for the merger of the love and belongingness and esteem need into one 'Relatedness' need that

*"concerns the desires people have for relationships with significant others that can be characterised by a mutual sharing of thoughts and feelings" (1972, p. 490).*



and could suggest why team relations loaded with esteem needs. However he does not explain the psychological needs and concept behind this desire for relationships with significant others or why they share thoughts and feelings. Relationships with others can be of a very different nature, influenced by many factors such as their history and formality, so it is considered too simplistic to group them all together under one 'Relatedness' category. Maslow is considered to provide a full explanation and distinction between the need for love and affectionate relationship and those that provide the opportunity for respect, appreciation and recognition, and more closely match those needs identified in this investigation than the combined need proposed by Alderfer.

**Self-actualisation** is considered to have been found to be an important source of motivation to several of the samples. Opportunities for training, multi-skilling, job variety and promotion are considered to measure the motivation to develop oneself and grow in the work role for the NHS, catering, portering, male and female samples. It may be the case that such opportunities are not as widely available for the HE and domestic staff and those that are, are not interpreted as growth and development chances. Some staff were motivated by the most basic need in the workplace with these items in need satisfaction, where promotional prospects co-varied with other measures of financial security and could be explained by the extra monetary stability that a higher position brings to the worker in the workplace and personal life. However this result may also be explained by the ineffective operationalisation of the need in the need satisfaction questioning. Although questions about training opportunities and multi-skilling were included in the questionnaire to measure need satisfaction, they could not be utilised as they were open-ended questions included ultimately to meet the requirements of the research sponsors in assessing staff's awareness of the opportunities available to them. The first question asked staff to list the training opportunities available to them and a second follow-on question asked for their satisfaction with these opportunities. This information was fed back to the FM managers, but it was not possible to include their responses in this wider investigation of Maslow's model because it was a follow-on question that some staff skipped if they did not know of any training opportunities. Further questions on training and multi-skilling were not included as it was thought that respondents may feel it was focussed on that rather than all aspects of their job satisfaction, as well as to contain the length of the questionnaire. It may be the case therefore that ancillary staff do have a

current level of need satisfaction with self-actualisation but this could not be detected by the questions considered appropriate for this analysis.

It was possible to include a number of questions about the importance of developmental opportunities, and these items have loaded together on a distinct factor in several analyses. This is considered to lend support for the relevance of self-actualisation motivation to the ancillary staff, and the validity of the need can be confirmed by previous tests that have used measures of development to assess this need. For example Hall and Nougaim's "*desire to become competent, skilful, and effective in areas which are important to the individual and which are job-related, within broad limits*" (1968, p. 18); Friedlander's '*I was getting training and experience on the job that were helping my growth*' (1963, p. 248); and Porter's '*the opportunity for personal growth and development*' (1961, p.3). All assess worker's desire to develop and grow both personally and in their work role.

Only the importance of these opportunities for development were measured in the need (which was also the case for Roberts *et al*, 1971 in their study of managers) and could be given a number of explanations. It may be that the motivation for growth and development was operationalised more effectively in need importance than it was in need satisfaction. The results may also suggest that self-actualisation is not currently satisfied but are strong sources of motivation because of their importance. According to Maslow's theory however, this need is never completely satisfied as it does not have a static end, so it will ultimately always be important and thus motivating. The relationship between this need and others will be given further consideration in Research Question II, however the consistency in measuring the growth needs' importance across five of the seven samples improves its reliability and thus support for Research Question I.

Others that have explored the nature of motivation have also identified this need in workers or one similar. Roberts *et al* (1971) found self-actualisation measures to load together only in need importance (as shown here) for managers, but chose to label the need 'Growth and Advancement' rather than Maslow's label. Alderfer (1967) found items relating to learning skills and abilities loaded together in his sample, but again did not stay with the self-actualisation label that Maslow used, instead using the 'Growth' label. Alderfer described his category of growth needs as including

*"the desires of a person to have creative and productive effects upon himself and upon his environment. Satisfaction of growth needs occurs when a person engages problems which call upon him to utilise his capacities fully and to develop new capabilities"*

(as cited in 1972, p. 490).

This classification may be more appropriate to the items that have loaded for the ancillary staff than that described by Maslow. He described self-actualisation as referring to

*"the desire for self-fulfilment, namely, to the tendency for him to become actualised in what he is potentially ...to become everything that one is capable of becoming"* (Maslow, 1943, p 382).

This focuses more upon achievement, fulfilment and ultimate accomplishment and is at such a high level that not everyone is able to achieve or be motivated by the need. Self-actualised individuals are also more realistically oriented, spontaneous, have intimate relationships with a few people rather than superficial relationships with many, hold democratic values and care more about the problems they were working on than themselves (Gleitman, p. 735).

It is difficult to apply these descriptions of the need to the items that have loaded together for the ancillary staff, and hard to assess within the scope of this research whether these staff have the characteristics of a self-actualised person. It is considered unlikely that having good opportunities for training, multi-skilling, promotion and job variety will meet staff's desire for self-fulfilment or allow them to become all they can become. Remembering that Maslow's model of motivation was one for life as a whole, it is considered more likely that true fulfilment would come from outside the work role for the ancillary staff in their role as mother, father, wife, local representative.

Alderfer's description of growth needs however is considered to correspond much closer to those items that have loaded. Training and development opportunities allow the individual to call upon existing abilities and create new ones, as does job

variety; and promotion allows the person to have productive effects upon themselves and their environment. There is more support therefore for a 'growth' label than self-actualisation. Nevertheless the nature of the needs are related, with both referring to realising one's potentials through development so it is considered invalid to reject Maslow's self-actualisation need based on this investigation purely into work motivation. The author has greater sympathy however with the term 'Growth' to describe this need in the ancillary staff over that given by Maslow.

No need emerged in the research that was close to Maslow's description of the most primitive source of motivation. The items predicted to measure **physiological needs** were considered to reflect the cultural context of the workplace and the nature of the society, to ensure their validity. The motivation for one's personal survival in Western society within the work role is to secure financial reward that can be used to buy food and shelter. Survival in the physical sense is no longer applicable in our society where the State guarantees shelter and funding for food and clothing for all. So when one occupies a work role the most primitive need would be to gain more financial reward to provide a better standard of survival. The financial items in the research however loaded with other items more specifically designed to measure staff's safety needs, and suggests that physiological needs are not a distinct and identifiable source of motivation.

Nevertheless it must be remembered that motivation in life as a whole was encompassed in this model, and this result could again be because such basic drives for food, shelter and thirst are not met in the workplace. Alternatively it may be that the need was not operationalised effectively in the questionnaire. Although all validity and reliability checks were incorporated within the context of the research, perhaps pay is not a sufficiently primitive source of motivation to measure these needs. Physiological needs may therefore be a source of motivation for the ancillary workers, but was just not measured.

Others have questioned the reliability of this need in Maslow's model. Porter (1961) assumed, on an *a priori* basis, that the need would be so adequately satisfied in his sample of bottom- and middle- managers that any questioning would appear irrelevant and unnecessary and so was not included (p. 3). Williams and Page (1989) only measured the safety, belonging and esteem sources of motivation in the development of the Maslowian Assessment Survey as they

considered that all other needs would be a less likely source of motivation for the psychology undergraduate sample (p. 195). Similarly Hall and Nougaim's (1968) longitudinal study of the careers of managers neglected physiological needs as they were considered inappropriate (pp. 12-35). Even though the present investigation is considering those much lower down the organisational structure than the managers and professionals previously studied, all analyses would suggest that physiological needs are not a distinct and separate source of motivation.

It may be more appropriate therefore to use Alderfer's re-classification of the lowest needs that combined physiological and safety motivation. He described the Existence need as including:

*"all the various physiological and material desires; for example, the classic drives of hunger and thirst as well as other material needs like work-related pay, fringe benefits, and physical safety." (1973, p. 490).*

Although the motivation for hunger and thirst were not measured in this research, all the material work-related items have loaded together on one need and is considered to support Alderfer's classification to some extent. However the items that have loaded together are also close to the more 'psychological' explanation given by Maslow, in the stability, predictability and consistency that pay, job security, annual leave and a pension scheme provides. The author has greater sympathy with this explanation for an investigation into motivation than merely describing the material items it incorporates. Because the items that have loaded are considered to be so close to the description of safety needs and the nature of motivation that they develop it is more appropriate to support Maslow's safety need and the absence of a physiological need than to support Alderfer's combined Existence need. Safety motivation is therefore the lowest source of motivation for the ancillary staff in the work role.

## **Research Question I Conclusion**

Support has been shown throughout the investigations for Research Question I for the appropriateness of several of Maslow's classifications of human motivation.

Safety, love and belongingness, esteem and self-actualisation/ growth have been found to be relevant to the ancillary staff's work motivation. Stronger support was shown for the *being* needs as they were consistently uncovered in need satisfaction and need importance which implies that the needs are satisfied to some extent but also motivating through their importance. The *growth* need however was only found to be important to the ancillary staff and not currently satisfied, which suggests, in terms of Maslow's model, that it is motivating but perhaps unattainable. Maybe staff are motivated to develop themselves through training and multi-skilling to achieve promotion but they have not satisfied this as yet. It could be that they are currently in the process of developing themselves or these growth opportunities are not available to them, which will require attention if they continue to be important in their work motivation. Alternatively the environment may not have been created by the supervisors and managers for these opportunities to exist widely and subsequently for them to be interpreted as opportunities for growth and development by the ancillary staff. It could still be the case that the need was not operationalised accurately in the need satisfaction questions, and the findings are the result of the questionnaire.

The results therefore do not completely fit Maslow's motivational needs though and so some can be considered inappropriate to the motivation of ancillary staff in the public sector workplace. Physiological needs consistently failed to emerge in the work motivation of the staff, so their relevance to a model of motivation is questionable. The ancillary staff were not found to be motivated to fulfil basic body requirements such as sleep, food, water and shelter in their work role, as they are presumably so readily available that they will not drive behaviour at work. The most primitive form of motivation therefore was to secure food and shelter through financial means such as rate of pay and job security, which is considered to conform more with the psychological explanations offered for safety motivation than the drive behaviour of physiological needs. The lowest form of motivation in Maslow's model will be indirectly met by work in the finances it secures but cannot be considered a direct source of motivation at work and so should be excluded from a model of work motivation. Although Maslow's theory was one of all aspects of life he did encourage its transferral to the workplace setting (*Euspychian Management*, 1965) but this primarily focussed on providing the environment and direction for the worker's motivational hierarchy to be achieved rather than specifying how each need can be achieved. His application of the theory to the workplace though does suggest that the hierarchy is appropriate to

motivation in that setting, and so the failure to find the lowest need in the hierarchy is disproving. Further empirical research in other settings and with other samples is encouraged to establish the inappropriateness of the physiological needs to motivation, but for the current investigation this holds true.

A further deviation from Maslow's theory of human motivation is the discovery of a new need. Institutional safety motivated the ancillary staff to attain stability, predictability and consistency in their terms and conditions of employment through the collective approach of trade unions. This need was found to be appropriate to all staff and so encourages the addition of the need to the motivational hierarchy. This is obviously a workplace specific need which may explain why it was not considered in Maslow's original model (1943), however this was not adapted when application was later made to the organisational setting (1965) or by other researchers (e.g. Porter, 1961; Friedlander, 1963; Shoura and Singh, 1999). This is particularly valid to public sector workers since their organisation and sector are so fragmented and politically-driven, but further research is needed to establish the validity of this need to workers outside the public sector and outside the ancillary work role. Institutional safety has nevertheless proved to be a most appropriate source of motivation for the ancillary staff.

A number of items have also been identified in this research that have reliably measured needs in the ancillary staff, which is considered to make an important contribution to the practical field. Managers and supervisors responsible for these staff will now be able to have a clearer understanding of the nature of worker's motivation and the complexity of the need to which the item appeals. This information has been fed back to those in the field for application (Appendix 1).

The research has shown support for a large proportion of the classifications assigned by Maslow to motivation and represents their appropriateness to today's workers nearly sixty years on. The research will now turn to consider the second aspect of Maslow's theory and Research Question II of the research. This will look at the dynamic relationship between the needs found to form motivation that Maslow prescribed in his theory.

## Chapter eleven

### Research Question II

This chapter considers the second research question relating to the process of motivation. It looks at the appropriateness of the action identified by Maslow linking the needs to explain what energises human behaviour, how such behaviour is channelled or directed and what factors influence choice of behaviour. The process of motivation will be considered using the needs identified in Research Question I for each sample employed i.e. NHS, HE, domestics, catering and portering staff, males and females. As shown in the Research Question I investigations, multiple and varied analyses of the data using various classificatory features of the samples permit reliability testing of the findings. This procedure will be repeated for Research Question II, where consistency between the findings will add confidence to the conclusions that can be made.

The foundations for the dynamic nature of motivation according to Maslow are the concepts of deprivation and gratification. By linking motivation to behaviour through these concepts, it provides a means through which needs can be demonstrated and their appropriateness measured. The notion of a hierarchical structure linking the five types of needs was also introduced with these concepts, which is structured according to the needs' importance or satisfaction. Maslow purported that

*"human needs arrange themselves in hierarchies of prepotency, such that the appearance of one need usually rests on the prior satisfaction of another more pre-potent need. Man is a perpetually wanting animal. Also no need or drive can be treated as if it were isolated or discrete; every drive is related to the state of satisfaction or dissatisfaction of other drives" (1943, p370).*

With the concepts of satisfaction and importance (potency) he interrelates the unique and varied needs into one system of motivation for each individual. To proceed up the hierarchy, immediate needs must be satisfied before the next one in the hierarchy can be addressed. This is the *deprivation-domination* proposition. A deprived need is a dominant need and motivation becomes focussed on the satisfaction of this need according to Maslow's proposition.



When one set of needs are satisfied they cease to be a motivator, and individuals are motivated by the unsatisfied needs at the higher level of the hierarchy. This is the *Gratification-Activation* process where the gratification of one need activates the next one as a motivator. For example, when physiological needs are secure - humans are fed, watered and sheltered, their motivation will then turn to safety needs, striving to be free of physical danger, and for consistency and predictability. Maslow argued that

*"A want that is satisfied is no longer a want. The organism is dominated and its behaviour organised only by unsatisfied needs"*  
(Maslow, 1943, p. 375).

The cycle of deprivation, domination, gratification, activation continues over time until all *being* needs have been satisfied. As esteem needs are satisfied the growth need is activated and behaviour is channeled to achieve self-actualisation. Maslow proposed that the concept of gratification does not apply to the *growth* need only to *being* needs, as gratification of self-actualisation only increases its importance rather than reducing its dominance (1965). According to this reasoning self-actualisers are therefore continually striving to become all they can become and everyone else is continually striving to be a self-actualiser.

The process in which Maslow described motivation will now be explored in the ancillary staff to establish its appropriateness and the validity of the needs' relationships.

## **Deprivation/ Domination proposition**

Maslow explained the deprivation-domination process as:

*"the most prepotent goal will monopolise consciousness and will tend of itself to organise the recruitment of the various capacities of the organism. The less prepotent needs are minimised, even forgotten or denied. But when a need is fairly well satisfied, the next prepotent ('higher') need emerges, in turn to dominate the conscious life and to serve as the centre of organisation of behaviour, since gratified needs*

*are not active motivators" (1943, p. 394).*

According to Maslow's proposition therefore, the least satisfied needs should be rated the most important, since they are prepotent. This reasoning was supported by Wahba and Bridwell (1976) in their practical examination of Maslow's propositions. They suggested that

*"according to Maslow's theory, the most deficient need should be the most dominant or important need. Consequently the rank in order of both need deficiency and need importance should correspond to each other if and only if lower order needs are not deprived. In particular the most deficient need should be ranked as the most important need"* (p. 223).

By asking individuals to rate their satisfaction with various aspects of life as well as their importance, it is considered to allow examination of Maslow's proposed process of motivation. If the satisfaction and importance of the needs that the items reflect contrast consecutively then Maslow's process is considered to be supported.

Of course interpretations of levels of satisfaction and importance of needs are particular to the individual. Motivation to fulfil the lowest needs for survival will vary for each person as the definition of survival is relative, and thus affect the interpretation of need satisfaction and importance. For example having a house, a car and annual holidays may be necessary for survival for some and for others finding food, shelter and water are survival needs. Whatever interpretation is used motivation, displayed by behaviour, is initially geared to fulfilling these basic needs. As relative notions, satisfaction, importance and need interpretations are also culturally influenced. In the previous example there is essentially a cultural divide between the interpretations, where the acquisition of consumables is the basis of survival in more 'advanced' societies and achieving physical and biological stability motivates those in more 'primitive' societies. In the current investigation, attempt has been made to control these interpretations by the nature of the samples. All those included in the research are in similar work roles, organisations and at similar levels of their organisations in the same country. On the basis of these commonalties it is assumed that the samples have similar

cultural and organisational interpretations of satisfaction and importance relating to sources of motivation. Further work could be performed to measure the staff's interpretations using a complementary methodology to the quantitative approach that has primarily been adopted in this research. In using a qualitative methodology further information could be gathered that has the subjective involvement of the participant in their social world within their frame of reference. This would then enrich the quantitative results found here - an approach advocated by the author. However this is beyond the scope of the current investigation and as such is a recommendation for future research.

The consistent absence of the lowest need described by Maslow in testing Research Question I suggests that it does not exist as a source of motivation for these staff. According to Maslow's views on the process of motivation, this indicates that the needs are gratified which in turn has activated the next need (safety) in the hierarchy. This need has been found as a motivator in the ancillary staff and is the lowest of the needs described by Maslow from which the process can be measured.

The nature of this investigation allows examination of Maslow's proposed process of motivation, using Wahba and Bridwell's suggestion. The questionnaire asked ancillary staff for their satisfaction and considered importance of various aspects of their work motivation, and so their degree of correspondence can be examined.

Other tests of Maslow's theory have approached this aspect of his theory in similar ways. Porter (1961) and those who subsequently employed the NSQ or an adaptation, generated a deficiency need score in their studies. They asked respondents to rate the items measuring Maslow's need classifications according to '*how much there is now*' and '*how much should there be*'. Where participants rated the characteristics for 'how much there should be in their job' higher than 'how much there presently is', this was termed a deficiency in need fulfilment.

This technique has been criticised however in measuring Maslow's deprivation/ domination proposition. Wahba and Bridwell (1976) suggested that the design of Porter's NSQ produced a response error. Since respondents were asked to complete the instrument giving fulfilment and importance rankings almost

simultaneously they will tend to assign the same value to fulfilment and importance, because they are positioned close together and the questioning is overt (p. 216). Although both need importance and satisfaction were measured in the current questionnaire, they were not so closely placed and satisfaction questioning was less overt. Wall and Payne (1973) also identified limitations of Porter's deficiency scores. In their empirical investigation of the scores, they found respondents were psychologically very rare in reporting excess need satisfaction, but were quick to report job deficiencies. Payne (1970) also questioned the nature of the deficiency scoring as Porter did not state what procedure should be adopted when a negative discrepancy score occurs – when a respondent rates their actual need fulfilment ('how much is there now') higher than their ideal degree of need fulfilment ('how much should there be'). Payne argued "*it is difficult to interpret the psychological meaning of such a score*" (p. 253). When such a negative score arises, Porter's seven-point scale becomes in actual fact a 13-point scale, ranging from -6 to +6 including 0. The extension of this scale then has implications for its validity. Although such criticisms of Porter's questionnaire should be heeded, they have not reduced its popularity with subsequent adaptation and use of the scoring system. In the current investigation however the criticism is heeded and this procedure for testing Research Question II was not adopted.

Alderfer (1969), in his examination of Maslow's theory and testing for an alternative explanation of human needs, utilised static correlations on his questionnaire results. In this investigation satisfaction measures were based on a six-point Likert scale and need intensity measures were ratings of 'desire', as opposed to importance. Desire was measured with the instruction to respondents "*Tell how much more of the following factors you would like to have in your job*" (p. 160) with a five-point Likert scale for responses. Maslow's deprivation/ domination proposition was examined using correlations between the measures of need satisfaction and the level of desire for the need even though they were not measured on the same scale. Although the statistical tool selected is supported, the wording of the 'desire' question is considered leading. In similarity to that used by Porter in his '*how much should there be*' approach, the question assumes that the respondents are deficient in at least some aspects of their job, and as Wall and Payne (1973) suggested, people are more likely to report deficiencies in their job than satisfaction. As such, in the current research, the importance and satisfaction of various aspects of the job were measured at separate points in the questionnaire and are considered not to lead the respondents in any way.

Hall and Nougaim (1968) undertook a longitudinal study by gathering data from managers about their motivation over the first five years of their career. Their motives were assessed through interview data, and using content analysis, a 'need strength' and 'need satisfaction' score was assigned. They used static correlation analysis to assess the association between all the need satisfaction scores and all the need strength scores within each year. Change analysis was also used, where all the changes in need satisfaction from one year to the next were correlated with changes in need strength at the next higher level during the same period of time. Their final assessment of Maslow's process of motivation was success analysis that considered the fifth-year income of the participants. Hall and Nougaim used this as an indicator of the more successful managers to see whether their lower needs in Maslow's model were more satisfied and less important to them and higher needs more satisfied, than those on lower incomes. This final mode of analysis can of course be criticised, as 'success' does not necessarily equate with a higher income or even being at a higher level of the organisation. Some managers may still be motivated by the higher order needs but occupy a lower level of the organisation as they are quite content in their current role. A lack of association between pay and need levels would therefore not necessarily disprove Maslow's model.

The static correlational methodology adopted by both Hall and Nougaim and Alderfer has been embraced for this part of the analysis as it is considered the most appropriate statistical method for understanding the association between staff's need satisfaction and need importance. Further details about the chosen approach are provided below as well as the results and what support can be leant to Maslow's deprivation-domination proposition.

## ***Methodology***

For the present investigation, the deprivation/ domination proposition of Maslow's theory was examined in two ways. Firstly, a mean level of satisfaction and importance was calculated for all the needs found for each sample (NHS, HE, domestic, portering, catering, males and females). This was deliberated using the responses given on the Likert scale employed in the questionnaire which were scored from 5-1, where 5 indicated strong feelings of satisfaction or importance.

The means are then placed in descending order. Should Maslow's proposition be true, then the order of need satisfaction will negatively correspond with the need importance order. Satisfied needs would be less important to respondents, and unsatisfied ones would be of utmost importance. This gives an approximation of the appropriateness of Maslow's deprivation/ domination proposition to the ancillary staff under investigation and follows the aforementioned suggestion made by Wahba and Bridwell (1976, p.223). The results of this analysis are shown in the section below.

The second analysis considers the statistical level of association between need satisfaction and need importance using Pearson's correlation coefficient ( $r$ ). This will statistically measure the level of association between a need's satisfaction and importance. To support Maslow's deprivation-domination proposition the test would indicate negative association between the two, since as a need is satisfied it should become less important.

It is possible to use the more powerful (parametric) test of association for this analysis since the data gathered meets the assumptions for such tests, as was shown for factor analysis (also parametric). The ordinal data collected was transformed to interval data by applying the equal-weighted scoring system. The non-parametric alternative Spearman's  $r$  imposes ranks on the scores and so does not make full use of the data making it less powerful. Not only does the data have to be at least interval for parametric tests but the samples also have to be from a normally distributed population and variances have to be homogenous. Support for these assumptions for the current data are shown in Appendices 6-10 for NHS and 16-21 for HE sample.

With Pearson's  $r$ , values of the coefficient range from -1 to +1. The strength of the relationship between the variables is indicated by the coefficient and the sign of the coefficient indicates the direction. A perfect correlation is shown when the values of one variable are exactly predictable from those of the other and are shown when the coefficient is 1 regardless of the sign. A coefficient of +1 for this data would suggest that as need satisfaction increases so does need importance. A coefficient of -1 would imply that satisfaction and importance go in different directions, for example, when need satisfaction is high, importance is low and vice versa. No association between satisfaction and importance would be shown with a

coefficient of 0. The statistic was performed with a one tailed test of significance, since the direction of the relation is predicted in Maslow's deprivation-domination proposition as being negatively associated.

The results of these analyses using the satisfaction and importance means and the statistical association are shown in the following section. Discussion of the results for establishing the appropriateness of the deprivation-domination proposition will then follow.

## Results

A mean level of satisfaction and importance was firstly calculated for the NHS sample to investigate the deprivation-domination proposition. It should follow that the most satisfied need will be the least important and the least satisfied the most important. Tables 11.1 and 11.2 below illustrate the mean level of need satisfaction and importance amongst the NHS ancillary staff, arranged in descending order.

Need satisfaction	Mean satisfaction
Love & belongingness	4.33
Autonomy	3.39
Institutional safety	3.30
General	3.22
Esteem	3.17
Safety	2.81

Table 11.1 NHS need satisfaction

Need importance	Mean importance
Love & belongingness	4.66
Safety	4.58
Esteem	4.02
Self-actualisation	3.94
Institutional safety	3.87

Table 11.2 NHS need importance

At face value there would appear to be little support for the deprivation-domination proposition for this sample. Love and belongingness needs were both most satisfied and most important to the NHS ancillary staff. Staff were most satisfied with co-worker relations and playing an equal role in the team, which they also rated of utmost importance. The statistical analysis of this relationship in love and belongingness needs confirmed the lack of support for the deprivation-domination proposition. A Pearson's  $r$  of 0.204 was calculated ( $p < 0.01$ ) which indicates little association between the variables. If anything this result suggests a positive relationship between the two which again goes against Maslow's deprivation-domination process.

Institutional safety was moderately satisfied and the least important of the needs found for the NHS ancillary staff. Although the need was assigned higher mean importance than satisfaction, its position alongside other needs is of greater interest in this analysis. Staff were more satisfied with their institutional needs than they were with general, esteem and safety needs, but they rated them with very low importance. According to Maslow's theory this would suggest that the needs are currently satisfied because they have such low importance compared to the other needs. A Pearson's  $r$  of 0.128 was found ( $p < 0.01$ ) which indicates little association between the satisfaction and importance of the need, and so again challenges Maslow's deprivation-domination proposition.

Esteem need satisfaction was mediocre for the NHS ancillary staff but its importance was slightly higher suggesting it as a source of motivation. Staff were fairly satisfied with their management relations, they felt they were kept informed, their suggestions were sometimes listened to and had a moderate level of trust of management. But lack of promotional prospects and regard for the complaints system reduced their esteem need satisfaction. The importance of a good management style and contact with those influencing their work role (supervisors and supervisor's boss) was slightly higher. This lends some support to the direction of the deprivation-domination proposition, where slightly higher importance has been assigned to these needs due to their moderate-low satisfaction. However the statistical analysis showed little to no association between esteem satisfaction and importance ( $r = 0.108$ ,  $p < 0.01$ ) and so limited support for Maslow's proposition.



Safety need satisfaction was low for this group of staff and their importance was high, which follows the deprivation-domination proposition. Staff were least satisfied with their rate of pay and job security but they also assigned utmost importance to them. Although the relationship on first appearance is in support this aspect of Research Question II, the statistical analysis found very little association between safety need satisfaction and importance. A Pearson of -0.008 was found ( $p > 0.05$ ) which signals a very slight negative association but an insignificant one. Although the direction of the association supports the deprivation-domination proposition, the strength of this support is minimal.

The relationship between need satisfaction and importance could not be investigated for the autonomy, general and self-actualisation need as they did not load for both importance and satisfaction. The satisfaction and importance investigations of needs were structured separately to gather a more accurate view of needs to the sample and to some extent measure reliability through repetition. However this was not the case for these needs and so their reliability is questionable.

The needs that were considered for the deprivation-domination proposition showed little support for the process in the motivation of the NHS ancillary staff. Before rejecting this aspect of Maslow's proposal the other groups of public sector analysis staff included in the research will be considered. Any support for the NHS results shown in the analysis of the HE staff would reject the second research hypothesis. This would also be the case if the cross analysis of the data according work group and gender displayed similar results.

### **HE sector**

Tables 11.3 and 11.4 below portray the results of the mean calculations for the need satisfaction and importance of the HE sample, placed in descending order. On first inspection the results show little support for Maslow's deprivation-domination proposition since the order of the needs correspond whereas support would be displayed by a contrasting order.

Need satisfaction	Mean satisfaction
Love & belongingness	4.28
Esteem	3.69
Institutional safety	3.46
Safety	3.13

Table 11.3 HE need satisfaction

Need importance	Mean importance
Love & belongingness	4.73
Esteem	4.28
Safety	3.76

Table 11.4 HE need importance

HE staff rated love and belongingness needs as both most satisfied and most important to them in their work role. They were very satisfied with their co-worker relations and confident that they played an equal role in the team, but they also considered these and similar items to be of great importance. The love and belongingness need importance of the HE ancillary staff was also measured by items traditionally interpreted as safety need items such as having a good rate of pay and job security and were thought to appeal to their sense of belonging to the organisation. This may clarify why the need achieved such high importance. To assess the relationship between the needs' importance and satisfaction, Pearson's correlation coefficient was used. A coefficient of 0.125 was found ( $p > 0.01$ ) which indicates slight positive association between love and belongingness satisfaction and importance and so lends minor support to Maslow's deprivation-domination proposition. A correlation of close to +1 would have been predicted for high mean importance and satisfaction of the need, but this has not been the case. Perhaps this indicates that the slightly higher mean found for need importance reflects a pattern of much stronger importance than that expressed for love and belongingness need satisfaction. On first appearance though it is clear that the result should not support the deprivation-domination proposition because the most satisfied need should be the least important, and the statistical analysis supports this.

Esteem needs were next to be satisfied for the HE ancillary staff. They were moderately satisfied with management relations, they felt they were kept informed about relevant events, felt part of a team and were satisfied with the level of control they experienced. Staff were less satisfied however with their working environment, the effectiveness of the complaints systems and that their suggestions were listened to. The importance of the need was also high. The pride that staff took in the service they provided was very important to them, as was the need for a good management style, and contact with their superiors. Slightly lower importance was assigned to contact with customers (students) and job variety. A slight positive association was found for the satisfaction/ importance relationship for this need ( $r = 0.132$ ,  $p > 0.01$ ) and if any support was to be shown for the deprivation-domination proposition, the association would be negative and close to -1.

The least satisfied and surprisingly the least important need for the HE ancillary staff were safety needs. Staff didn't feel particularly safe from redundancy in their work role or satisfied with their rate of pay, although they were more satisfied than their NHS counterparts. They were also less satisfied with their promotional prospects which matched the NHS staff, but overall safety need motivation was much less important to the HE staff. They rated training opportunities and a good pension scheme as important, but bonus schemes, multi-skilling, overtime opportunities, promotional prospects and union representation were less important. Items measuring the importance of safety needs contrasted for the NHS and HE staff though. Although safety was measured through financial means in both staff, work role development through training and multi-skilling was also included as a safety motivation for the HE staff. This could be the cause of the large contrast in the importance each staff assigned the need (NHS= 4.58, HE= 3.76) as financial means of safety are more essential to survival (basic motivation) in the world than personal development. There was little statistical support for deprivation-domination proposition in the HE staff's safety motivation, where the  $r = 0.27$  ( $p > 0.05$ ) that was calculated indicated positive association if any.

**Work groups**

***Catering staff***

Mean need satisfaction and importance are shown in Table 11.5 and 11.6 below for the catering staff from both the NHS and HE sectors.

Need satisfaction	Mean satisfaction
Love & belongingness	4.34
Institutional safety	3.34
Autonomy	3.27
Esteem	3.02
Safety	2.48

Table 11.5 *Catering need satisfaction*

Need importance	Mean importance
Love & belongingness	4.73
Safety	4.42
Institutional safety	4.32
Self-actualisation	4.06
Esteem	4.05

Table 11.6 *Catering need importance*

Once again love and belongingness needs were both most satisfied and most important, this time for the catering staff. Again the positioning of the needs would not support the deprivation-domination proposition, since staff were most satisfied with good co-worker relations and playing an equal role in the service but also rated them with utmost importance. They also found pride in service and a good management style of great importance which increased the love and belongingness needs' value. A Pearson correlation coefficient of 0.215 ( $p < 0.01$ ) was found indicating that as satisfaction improves so does importance to a certain extent which would not support the proposition.

Institutional safety needs were next to be satisfied for the public sector catering staff, which were measured by TU membership and the quality of relations with

the TU representative. The importance of this need was also gathered by the requirement for TU representation, as well as the number of days annual leave received, job variety and a good pension scheme where staff consider their long-term safety needs within the organisational setting. An  $r$  of 0.076 ( $p < 0.05$ ) was found, which is close to no association between the satisfaction and importance of the institutional safety need in the catering staff, and so demonstrating little support for the deprivation-domination proposition.

Esteem need satisfaction was fairly low for the catering staff as was their importance in relation to other needs. Staff were fairly satisfied with management relations, but had reasonably low trust of management, little faith in the complaints systems, less confidence that their suggestions were listened to and that they were kept informed. Catering staff's esteem needs were also measured by their satisfaction with rate of pay, perhaps in the related status often associated with personal income. The importance of these needs were measured by the contact they had with those who have influence over their work role (supervisor and supervisor's boss) and their customers. The statistical association between the needs' satisfaction and importance was 0.075 ( $p < 0.05$ ) illustrating very little relationship between the two. Once again this limits the support that can be given to Maslow's deprivation-domination proposition as explaining human motivation.

On first appearance the safety need follows the process of motivation proposed by Maslow, as satisfaction is low but importance is high. Catering staff were not particularly satisfied with their job security and were least satisfied with their promotional prospects, but the importance of the former as well as rate of pay, were paramount. Not only were the positioning of the mean satisfaction and importance similar, but the direction of the statistical association also showed support for the proposition. A Pearson of  $-0.388$  ( $p < 0.01$ ) was found for the HE staff's safety motivation which implies evidence of the deprivation-domination proposition, that as safety need satisfaction decreases its importance increases. The coefficient is not sufficiently high to show strong support for the process of motivation, so the investigation continues.

The deprivation-domination proposition could not be investigated for autonomy needs because they were only found in the satisfaction of catering staff. Although self-actualisation was found to be important to the catering staff it was not a

source of satisfaction, so the deprivation-domination proposition does not apply to this need according to Maslow's theory of human motivation, and so application of the current analysis would be unnecessary.

**Domestic staff**

Need satisfaction	Mean satisfaction
Love & belongingness	4.29
Esteem	3.45
Institutional safety	3.39
Safety	3.20
Autonomy	2.64

Table 11.7 Domestic need satisfaction

Need importance	Mean importance
Love & belongingness	4.69
Esteem	4.15
Safety	3.39

Table 11.8 Domestic need importance

Highest satisfaction and importance were again assigned to love and belongingness needs, this time for the domestic staff. As found for the catering, NHS and HE samples, domestics were also most satisfied with the need for good co-worker relations and playing an equal role in the team and they also considered them of great importance. The items traditionally interpreted as measuring safety needs were measures of love and belongingness needs for the domestic staff (also shown for the HE sample) including rate of pay, job security and number of days annual leave. These are considered instead to demonstrate the domestic staff's sense of belonging to the organisation, which was also greatly valued. A Pearson correlation coefficient of 0.149 ( $p>0.01$ ) showed slight positive association between the needs' satisfaction and importance but again does not support the negative correlation that would display the deprivation-domination proposition.

The positioning of esteem need satisfaction and importance also corresponded, which shows little support for Maslow's proposition even on first glance. Domestic staff were most satisfied with feeling part of a team, their relationship with their managers and supervisors, but were less pleased with the effectiveness of the complaints systems or that their suggestions were listened to. They rated contact with their supervisors, managers and the style of management with great importance as did they with their pride in the service they deliver. Esteem needs were similarly satisfied and important in the motivation of the domestic staff in relation to their other needs. A Pearson correlation coefficient of 0.102 ( $p < 0.01$ ) was found which as predicted showed little support for the deprivation-domination proposition.

Safety need satisfaction was fairly low for domestic staff. The 'overall job satisfaction' item measured their safety needs and was quite high, but satisfaction with job security, rate of pay and the likelihood of continuing to work if they won a large sum of money was very low indeed. The importance that domestic staff assigned to safety needs also varied. A good pension scheme and contact with customers were important, but training, multi-skilling, overtime opportunities, bonus schemes, union representation and promotional prospects were not very important at all. The correlation coefficient calculated for this relationship was -0.060 ( $p < 0.01$ ). Although the negative association between safety need satisfaction and importance shows some support for the direction of the deprivation-domination proposition, the close means would suggest that as importance increases satisfaction decreases. This is in contradiction to the direction proposed by Maslow who stated that as satisfaction increased, importance would reduce.

Because institutional safety and autonomy needs were only currently satisfied, and not important to domestic staff, the deprivation-domination proposition could not be investigated for these needs. The analysis of the needs that were possible for the domestic staff however showed very little support for the proposition where all of the Pearson correlational analyses were close to no association.

### Portering staff

Need satisfaction	Mean satisfaction
Love & belongingness	4.46
Esteem	3.41
Institutional safety	3.35
Autonomy	3.25
Safety	2.46

Table 11.9 Porter need satisfaction

Need importance	Mean importance
Safety	4.64
Esteem	4.42
Institutional safety	4.34
Self-actualisation	4.13

Table 11.10 Porter need importance

Once again the love and belongingness needs were most satisfied in the work role for the porters, but they did not find this need of any importance to them in their work. Conventional love and belongingness need items such as a friendly atmosphere instead measured the porters' self-actualisation and good co-worker relations measured their safety needs. The deprivation-domination proposition could not therefore be considered for this need.

Esteem need satisfaction was moderate for the porters, and the needs' importance was rated in the same position as other needs. Although the needs' importance was much higher than its satisfaction, the positioning of the esteem compared to other needs is of greater interest in examining the deprivation-domination proposition. Porters were quite satisfied with their overall management relations, but slightly less so with their trust of management and the sense of being kept informed. The importance of job security measured the porters' esteem needs and was considered of utmost importance as was the pride they take in the service they provide. Their esteem need importance was also measured by good management style, but it was more important than it was satisfied. This work group considered contact with supervisors and managers as important, but less



so for contact with customers and overtime opportunities that also measured their esteem needs. Although the need was more important than satisfied which shows potential support for the deprivation-domination proposition, the statistical association suggested otherwise. An  $r$  of 0.037 ( $p > 0.05$ ) was found between esteem satisfaction and importance signalling very little association between the two.

As with esteem needs, the porters' institutional safety need satisfaction and importance were positioned the same in relation to other needs. On first appearance therefore the proposition cannot be supported since the more a need is satisfied the lower its importance will be. Even moderate satisfaction should express more than moderate importance because the need is to some extent being satisfied. The quality of trade union relations and the personal importance assigned to the need for trade union membership in the work role in the public sector measured porters' satisfaction with their institutional safety need. The importance of this was also measured by trade union representation as well as the number of days annual leave and a good pension scheme, which is considered to secure their position in the organisation or at least adds predictability. These were held with moderate-high importance. A Pearson correlation coefficient of 0.230 ( $p < 0.01$ ) was calculated for the relationship between the needs' deprivation and domination. The slight positive association would suggest that as institutional safety need satisfaction increased so did its importance which again is opposite to the process given in Maslow's theory of human motivation.

The positioning of the porters' safety need satisfaction and importance would imply support for the deprivation-domination proposition. The need was least satisfied and most important which suggests that it is motivating because it is deprived. Satisfaction was low for the porters with their rate of pay, overall job satisfaction and job security, but the importance of pay was very high indeed as were good co-worker relations and less so for a good bonus scheme. The statistical correlation also showed some support for deprivation-domination proposition of the safety, with a coefficient of -0.248 ( $p < 0.01$ ). This highly significant result demonstrates that as importance increases, the need for satisfaction is prominent.

The deprivation-domination proposition could not be calculated for the porters' autonomy needs and was not applicable to their self-actualisation needs. The motivation of this group of workers has shown some support for the process

proposed by Maslow in their safety needs. Perhaps the deprivation-domination proposition can only be seen for needs that people feel most extreme about and for safety needs this may be because they influence basic survival in and outside of the workplace. This relationship may not apply to needs that are desirable such as love and belongingness and esteem needs or the association may be more subtle.

**Gender**

**Males**

Need satisfaction	Mean satisfaction
Love & belongingness	4.38
Esteem	3.47
Institutional safety	3.41
Autonomy	3.31
Safety	2.56

Table 11.11 Male need satisfaction

Need importance	Mean importance
Love & belongingness	4.61
Institutional safety	4.33
Esteem	4.27
Safety	4.03
Self-actualisation	3.93

Table 11.12 Male need importance

The same ordering of needs has been found for the male sample as that for the porters, demonstrating a definite gender divide in the work group classification. One deviation from the porters' structure is the presence of the love and belongingness need as a complete element of motivation for the male sample making it possible to test the deprivation-domination proposition for this need. Satisfaction was high for the male sample with good co-worker relations and playing an equal role in the service, and their importance was also high. As with the porters, rate of pay measured this needs' importance and was assigned the highest value. The more traditional love and belongingness need measures of a friendly atmosphere, good co-worker relations, pride in service and good

management style (considered to measure more belongingness needs) were also of high importance to the male participants. The association between the needs' satisfaction and importance was measured at 0.103 ( $p < 0.01$ ), which shows little support for any relationship between the two and thus the process of motivation described by Maslow.

Esteem needs were moderately satisfied for the male sample measured by management relations, satisfaction with supervisory control, their trust of management and feeling informed. The importance of esteem needs were rated higher than its satisfaction compared to the other needs, but were slightly less important than institutional safety needs to the male sample. Males rated job security with very high importance as a measure of their esteem needs in the workrole and slightly less so for contact with those who influence their job (supervisors, supervisor's boss, and customers), and variety of work was also important. A Pearson of -0.086 ( $p < 0.01$ ) was calculated for this relationship. Although this negative association between satisfaction and importance of the males' esteem needs would suggest some support for the deprivation-domination proposition where high importance is associated with low satisfaction, the coefficient is close to no association. Limited statistical evidence therefore exists for the process of motivation in the male samples' esteem needs.

Institutional safety needs were more satisfied than they were important compared to other needs. The needs' satisfaction was measured by the necessity for TU membership in their particular work role and the quality of relations with their representative, but this was moderate. The unusual nature of the porters' institutional safety need measure was also found for the male sample thus strongly supporting a gender bias in its composition rather than one of work role. The importance of TU membership, number of days annual leave and a good pension scheme were highly important to the male sample in measuring institutional safety. Deprivation-domination of this need was not statistically supported however with an  $r$  of 0.144 ( $p < 0.01$ ). With similar levels of satisfaction and importance found for the need, this could not support the necessary contrasting relationship to support Maslow's proposed process of motivation.

Males' safety needs were also more important than they were satisfied in relation to other sources of motivation, but the relationship was not as strong as that

tabulated for the porters. Although overall job satisfaction was moderate for the male sample in measuring their safety need, their satisfaction with rate of pay, promotional prospects and the likelihood of continuing to work if a large sum of money was won, were very low. The needs' importance was measured by overtime opportunities and a good bonus scheme, and were quite important to the male respondents. The statistical association between safety need satisfaction and importance was calculated as 0.007 ( $p>0.05$ ). Although the result is insignificant it is the closest to the level of no association so far in the investigation suggesting that the deprivation-domination proposition is an unreliable explanation of human motivation.

The relationship of autonomy need satisfaction and importance could again not be considered as it was not found to be important to the male sample, but was currently being satisfied. The self-actualisation need was also found for the male sample, but only in its importance. Any relationship within the need could therefore not be investigated.

**Females**

To complete the analysis of the deprivation-domination proposition, the relationship between the female participants' need satisfaction and importance will be considered. Tables 11.13 and 11.14 below show the means that were calculated for each need.

Need satisfaction	Mean satisfaction
Love & belongingness	4.33
Autonomy	3.46
Institutional safety	3.40
Esteem	3.23
Safety	2.95
General	2.92

Table 11.13 Female need satisfaction

Need importance	Mean importance
Love & belongingness	4.74
Safety	4.73
Esteem	4.32
Self-actualisation	4.02

Table 11.14 *Female need importance*

Love and belongingness needs were both most satisfied and most important to the female sample, which has been a common feature across the majority of the samples. Satisfaction was highest with good co-worker relations and playing an equal role in the service, and their related importance was also high. Job security measured the love and belongingness needs of the female sample and was considered very important as was the pride they took in their service and having a good management style. The statistical association between the needs' satisfaction and importance was low ( $r=0.036$ ,  $p>0.05$ ). The ranked positioning of the need would imply a strong positive association, but once again this has not been found and confirms the need for statistical analysis.

Esteem needs were moderately satisfied for the female sample compared to the other needs and their ranked importance was fairly similar. Female respondents felt part of a team and were satisfied with management relations, but were less satisfied with more specific aspects of their relationship with service management. They were less satisfied with being kept informed by management; that their suggestions were listened to; had low trust of management; and little confidence in the complaints systems. Contact with those who influence the work role (supervisors, supervisor's boss and to some extent customers) were still important to the female participants and measured their esteem needs. The similar ordering of the needs' satisfaction and importance would immediately question any support of the deprivation-domination proposition and the statistical analysis confirms this. A Pearson of 0.001 ( $p>0.05$ ) was found and is very close to the level of no association between the importance and satisfaction of the esteem need.

The females' safety needs were more important than they were satisfied, which has been found to be the case for the majority of the samples under consideration. Females had low satisfaction with their rate of pay, job security and overall job

satisfaction but pay was of paramount importance to them as was the number of days annual leave. A statistical correlation of  $-0.013$  ( $p > 0.05$ ) was found for the relationship of safety need satisfaction and importance within the female sample. The direction shows some support for the proposition, but the coefficient demonstrates no association.

The autonomy and general needs could not be considered for the deprivation-domination proposition to this sample because importance of the need was not found. Self-actualisation was again found in terms of importance measured by personal and occupational development, but this process of motivation does not apply.

## **Discussion**

Very little support has been shown in these investigations for this part of the motivational process proposed by Maslow. For a relationship to be found between the dissatisfaction of a need (deprivation) with its increased importance (domination), a correlation coefficient of  $-1$  is necessary. No such result was found for any of the samples represented, with the majority of coefficients being close to  $0$  indicating no association.

Slight support was shown for the relationship's direction in the safety needs of many samples. For the NHS staff, catering, domestics, porters and female samples there was a negative association between the high importance of safety needs and their (dis)satisfaction. Items measuring these needs included rate of pay and job security and can be considered of universal high importance to these workers and the majority of people depending on work to survive. The catering and portering staff demonstrated the most support for the deprivation-domination proposition in safety motivation, perhaps reflecting the nature of the work roles and those who occupy them. It may be the case that catering and portering staff are most likely to be the dominant breadwinner of the household compared to domestic staff, so they assign increased importance to this need through the drive for the individual's survival and their dependants. The portering sample and the more professional work roles in the catering industry (e.g. chef) that were to some extent

represented in the catering sample, tend to be male dominated and the majority of the domestic staff were female, so the strength of safety motivation would indicate a gender divide. The analysis of deprivation-domination in this need in the male and female samples did not show as strong a negative association as would be predicted though, so the reliability of this conclusion for the catering and portering staff's safety motivation is weak.

Negative associations between need satisfaction and importance were not found for any other need. The support shown for the deprivation-domination proposition may therefore be restricted to particularly prominent needs. The need for safety measured in the workplace can be regarded as essential to survival in the outside world, and so are bound to have strong importance. The higher-order needs of love and belongingness, esteem and self-actualisation are more of a bonus in the workplace than a necessity. For those in privileged positions this rationale would of course not be true since their financial safety (translating to wider safety in society) is not dependent on the work role. If these needs are completely satisfied then it would follow that motivation will always be sourced from higher needs or interpretations of safety motivation may shift. However for the ancillary staff in the current investigation this is not the case and safety motivation is assumed to be dependent on the work role making it very prominent for survival and higher needs less so.

Previous tests in those higher up the organisational structure could also not support the deprivation-domination proposition. Lawler and Suttle (1972) were only able to show a significant negative association in managers' safety motivation, where high satisfaction was associated with low importance. For all other needs however there was no support for this relationship. This result does suggest though that it is possible to move on from motivation for survival to more sophisticated needs, but it may be because they are considering those higher up the organisational structure. Perhaps managers do not rely on their job for survival, or their work roles do not tend to be threatened, or they have more confidence in their abilities to find another means of survival, than those lower down the organisation. It is therefore considered more likely that their survival needs are satisfied and are less important to them, than shown for the public sector ancillary staff. However this was only found to be the case for these primitive needs and no other.

Alderfer (1972) was also only able to support Maslow's proposition to a minimum degree in a further set of workers with a different need. He found a negative correlation between bank employees' low satisfaction with their esteem needs and its increased importance, but the relationship was not identified in any other need. He found satisfaction and importance of the majority of the needs were at a similar level and so suggested that the simple frustration hypothesis used by Maslow, that any frustrated need will increase in importance, was not an adequate explanation on its own.

Hall and Nougaim's (1968) static analysis of the relationship between need satisfaction and need strength in managers in each of the first five years of their career also showed very little support. Rather than negative associations, they found satisfaction and importance of a need positively correlated and for some needs (Achievement and Esteem) these were particularly high. Similar results were also found for their change analysis, where the strength of a need in a given year was positively related to its own satisfaction in the previous year and was particularly strong for the same need. However they did find through their success analysis, that the higher-level older group of managers were more concerned with affiliation (love and belongingness) achievement and esteem and self-actualisation, and less concerned with safety, than the younger, lower level group of managers. This would suggest that sources of motivation do change in accordance with Maslow's model as one's career develops or one advances within the organisational structure. Since this support was only shown in the success analysis and not in the static analysis of this study or those aforementioned, perhaps a longitudinal approach is the most appropriate to detect this dynamic process. It must take time for needs to be satisfied and then be reflected in their importance, so it may be that the only way for these to be measured would be through a repeated measures longitudinal design. It was thought that this research would take a 'snapshot' of the ancillary staff's need satisfaction and its associated importance and that would be an adequate measure of their motivation at a particular point in time. But perhaps the lack of support for the dynamic structure of the needs is a result of this approach rather than a refutation of Maslow's proposed process per se.



It was beyond the scope of the research though to undertake this approach, since the needs of the key stakeholders had to be met, as did the time frame of the PhD. They wanted information on the motivation of their ancillary staff compared to others within a 9-month period for their immediate use and did not support repetition of the research in the same form any years later. Even if they had, it would have been beyond the time frame for gathering empirical data for this thesis to meet the time restrictions of undertaking a PhD on a part-time basis. A 'snapshot' measure of staff's motivation therefore had to be sufficient.

It must also be remembered that it was only possible to measure the deprivation-domination process of motivation in the workplace for the ancillary staff, and the main reason for participating in any form of employment for the majority is for finances that are necessary for comfortable continuation in society. Further motivation above survival is therefore considered to be a bonus. Perhaps the deprivation-domination proposition was not found in the higher-order needs because they have greater importance and satisfaction outside of the workplace through home or family life and so are less prominent in the work role, rather than the process not existing. But since safety motivation is the dominant (or most basic) reason for being employed, the process has been indicated. For this to be investigated further a life study is recommended.

Although the deprivation-domination proposition has not been supported in this analysis, the results do illustrate the prime motivator for ancillary staff in the UK public sector. There is wide confirmation that love and belongingness needs are most important to ancillary staff in the UK public sector and so should be a source of motivation, which has vast implications in the design of motivational tools for them in their workplace. Staff need to be able to foster good relationships with their co-workers, feel they play an equal role in the team and create a friendly atmosphere in order to be motivated in their work role. However if these needs are fulfilled there is no evidence to indicate whether their importance will reduce. This information has been fed back to the research sponsors and others in the NHS and HE sector, in the form of a report and presentation for them to apply this contribution to the practical field.

The investigation will now turn to consider what effect satisfying a need has on the importance of other sources of motivation, which Maslow explained using the

gratification-activation proposition. This will complete the analysis of the process of motivation described by Maslow in his theory and what support can be given to Research Question II.

## **Gratification/ Activation Proposition**

The second part of the cycle of motivation proposed by Maslow is the gratification/ activation concept. He argued that:

*“when a need is fairly well satisfied, the next prepotent (‘higher’) need emerges, in turn to dominate the conscious life and to serve as the centre of organisation of behaviour, since gratified needs are not active motivators” (1943, p. 395).*

According to this aspect of his theory, need satisfaction should generally be decreasing as one progresses through the need hierarchy. Higher satisfaction of a need demonstrates its low importance to the individual in their behaviour, and the greater the importance of the need at the next level of the hierarchy in driving behaviour.

## **Methodology**

Correlational analysis was again employed to explore the gratification- activation proposition as also used in previous studies of this process (Alderfer, 1969; Hall and Nougaim, 1968; Lawler and Suttle, 1972). The notion of need satisfaction increasing the importance of the next need in the hierarchy should be demonstrated by a positive correlation, as the direction of satisfaction and importance should complement one another. Pearson’s correlation coefficient can again be employed for the interval data collected in the investigation as it meets the same data assumptions for parametric tests as that shown in the deprivation/ domination study. As such the more powerful and accurate test of association can be used.

The test measured the association of a lower need's satisfaction with the importance of the next higher need. Perfect support for the proposition would be demonstrated by a coefficient of +1. As satisfaction increases to satiation, activation of the next need is demonstrated through increased importance. The Pearson coefficient was used with a one-tailed test of significance since the direction of the relationship is predicted.

## **Results**

Correlational analysis could only be performed for needs found to be consecutive in need satisfaction and need importance for each sample. All of the needs specified by Maslow were not considered to have emerged in satisfaction and importance for any of the samples (as shown in Research Question I) and so limited the investigation. However the gratification/ activation proposition could be analysed in three universal needs: - gratification of safety needs and activation of love and belongingness needs (not so for porters) and gratification of this need with activation of esteem needs.

The analysis was performed on the same samples used throughout the research (sector, work group and gender) to check the reliability of the findings and the results are shown over-page in Table 11.15.

	NHS	HE	Catering	Domestics	Porters	Males	Females
<b>Safety need satisfaction - love &amp; belongingness need importance</b>							
<b>Pearson's <i>r</i></b>	-0.006	-0.03	0.068	0.014		-0.029	0.025
<b>Significance</b>	p>0.05	p<0.05	p>0.05	p>0.05		p>0.05	p>0.05
<b>Love &amp; belongingness need satisfaction - esteem need importance</b>							
<b>Pearson's <i>r</i></b>	0.081	0.209	0.044	0.197	0.181	0.138	0.031
<b>Significance</b>	p<0.01	p<0.01	p>0.05	p<0.01	p<0.01	p<0.01	p>0.05

Table 11.15 Results for the Gratification-Activation propositions

A result of +1 would have signified support for the gratification-activation proposition in the above analysis, but on inspection of the table no such outcome has been found. The closest support for the proposition is between the satisfaction of the HE ancillary staff's love and belongingness needs and the increased importance of their esteem needs, but this is minimal (0.209). The majority of the results were positively or negatively close to 0 indicating very little association between the levels of motivation proposed by Maslow.

## **Discussion**

Again support for the process of motivation described by Maslow has not been found in the scope of this research. As with the deprivation-domination proposition, further analysis is recommended to capture the dynamic nature of motivation and to check the reliability of the processes' rejection. The gratification-activation proposition could be considered in a longitudinal study of motivation and test the relationship of one needs' satisfaction with the next needs' importance at different points in time in the work position and in the ancillary staff's wider existence as parents, grandparents, wives, husbands, daughters, sons and friends. For the current investigation that has taken a 'snap-shot' of ancillary staff's motivation however, the results reliably reject the gratification-activation process of motivation.

Support for this aspect of the process of motivation proposed by Maslow in previous studies is once again limited, even though this could be tested on all the needs as they had been controlled throughout the investigations. Lawler and Suttle (1972) were not able to support a strong correlation between one need and the higher need in their sample of managers, since the highest association they found was an  $r=0.28$  ( $p<0.05$ ) between safety needs and social (love and belongingness) needs (p. 279). Although the size of the association is not sufficiently large to support the gratification-activation proposition the direction of the relationship is accurate and significant, as in the current investigation. When managers safety need satisfaction was high their social needs were most important, however the level of association between the two cannot lead to the conclusion that satisfaction determines importance.

Hall and Nougaim's longitudinal study of managers could also not show statistical support for Maslow's prescribed relationship between need satisfaction and the next need's strength. The highest association they found was 0.23 between manager's affiliation (love and belongingness) need satisfaction and the importance or strength of their achievement and esteem motivation, but this was not significantly so. Although this also supports the direction of the relationship and is higher than any of the static correlations found for the ancillary staff, it is still not sufficiently large or significant to warrant evidence for the gratification-activation proposition. The change analysis that was possible to include in the longitudinal study was also not able to support the proposition. In this analysis all the changes in need satisfaction from one year to the next were correlated with all the changes in the higher needs' importance over the same period and Hall and Nougaim hypothesised that there would be a positive correlation between the two scores. But the highest correlation only reached 0.22 for safety need satisfaction and affiliation need importance, and so once again could not support the hierarchy of needs that Maslow hypothesised.

Others have also considered the gratification-activation process by the degree of need satisfaction going up the hierarchy. If the process was accurate then need satisfaction should generally be decreasing as the needs increase in their complexity. Those that have utilised Porter's NSQ or a modified version were able to rank the satisfaction of needs to test the gratification-activation proposition. Payne (1970) found female tobacco factory workers were most satisfied with their social (love and belongingness) as found for the ancillary staff, but they were least satisfied with their self-actualisation that were not detected in this exploratory investigation. The factory workers were also dissatisfied with their safety needs as was shown to be the case for the ancillary staff as well, and again may be explained by the low level nature of the workers, but the order of Payne's needs still do not support the gratification-activation proposition. Lawler and Suttle (1972) were not able to support this process either in their sample of managers, since they were most satisfied with their social needs and least satisfied with their self-actualisation needs. Although the degree of satisfaction with the growth need would support the gratification activation proposition, the social needs were still more satisfied than their safety needs even though the sample enjoyed a relatively high position within the organisation with greater job security and financial reward.

Even though these studies do not show support for Maslow's gratification-activation proposition it cannot be considered to disprove the process as the test they used is inaccurate. Maslow did not suggest which needs were most or least satisfied since this is determined by the nature of the environment in which motivation is occurring. Because he did not prescribe the degree of motivation of each need, any study using this approach to test the process is flawed.

In his study of bank employees, Alderfer (1969) could not find any significant support for the gratification-activation proposition using static correlational analyses on items close to Maslow's need classifications, nor could he find any for the deprivation-domination proposition. He therefore offered an alternative explanation for the dynamic relationship between motivational needs, focussing on his three-fold re-classification of Maslow's model. Alderfer found high and significant correlations in need satisfaction and importance both within individual needs and between them. He found items measuring existence needs' satisfaction and importance correlated; items measuring relatedness needs' satisfaction and importance correlated; and those measuring growth needs' satisfaction and importance correlated. He also found existence needs' satisfaction and importance correlated with relatedness and growth needs' satisfaction and importance; relatedness need satisfaction and importance correlated with both existence and growth; and growth needs' satisfaction and importance correlated with existence and relatedness. He concluded therefore that an individual can move both upward and downward within the hierarchy, and more than one need can be motivationally salient.

On face value, the results found in the current investigation would appear to support this process, as many of the needs have a similar degree of importance and satisfaction. However there are flaws in the approach Alderfer adopted to test Maslow's model. He chose to empirically operationalise his existence, relatedness and growth needs through interview and questionnaire analyses, but to avoid any bias on his part he used Porter's NSQ to measure Maslow's model which has since shown to be an inaccurate test (Payne, 1971). It may be that the lack of association between the operationalisations of needs used to test Maslow's dynamic propositions, are the result of inaccuracies and invalidity of the test rather than the process itself. And similarly the increased support for Alderfer's

proposition may have resulted from the greater validity and reliability of the operationalisations of his three-fold model of motivation to the bank employees. He did admit that

*“the Maslow needs were not measured as reliably as ERG needs were...More effort has been spent developing reliable and valid scales for the ERG needs than for the Maslow scales” (1969, p. 172).*

Perhaps his proposed process of motivation is a more accurate explanation than that given by Maslow as there is little support shown for the deprivation-domination/ gratification-activation proposition. However to confirm the appropriateness of Alderfer's process over Maslow's, a more accurate and robust test is needed using Maslow's classifications since these have not been rejected in the current investigation. Perhaps Alderfer's process will only be confirmed between the 3 types of needs that he prescribes and not those in Maslow's model that he chose to combine to make existence and relatedness needs.

## **Conclusion**

The above investigations have shown that very little support can be given to the dynamics of motivation described by Maslow and thus rejection of Research Question II. There was very little association indeed between the satisfaction and importance of needs whether testing for deprivation-domination or gratification-activation. Some support was shown for the direction of the proposed deprivation-domination relationship between the safety need's low satisfaction and its high importance, but this relationship is considered to be fairly well established and prominent in people in Western societies anyway. Motivation for safety was found to be financially based for the public sector UK-based ancillary staff, which was also found in other workers in previous investigations (Porter, 1961; Hall and Nougaim, 1968; Lawler and Suttle, 1972) and because survival in modern societies is financially determined, feelings associated with its acquisition are traditionally potent. Strong feelings are often connected with the items found to measure these needs in the work role (pay and job security) because they are essential aspects of the most basic form of motivation and any threat to them will impact on the individual's personal endurance and that of their dependants.



Support for Maslow's process of motivation is still only slight for even the strongest need and non-existent for all others. Even this support requires further investigation to confirm the dynamism in safety motivation. Perhaps the need is always important because it is so essential for survival, and any satisfaction is not reflected in its importance. A longitudinal analysis of motivation would allow consideration of the changes in the needs and to fully understand the dynamic process, and is a recommendation for future research in this area. As the results of the current investigation stand though, the deprivation-domination-gratification-activation cycle can be reliably rejected as an appropriateness description of work motivation.

The consistent lack of association between needs' satisfaction and importance may also signal no trend or particular process to motivation. Using static analysis the results show that staff are motivated by many needs at one time. Individuals do not appear to focus their motivation on a particular need until it is satisfied, but rather all needs are motivating at all times. The results suggest therefore that there is more support for the process described by Alderfer (1969) between his 3 needs than that described by Maslow between the 5 needs. Although this process is supported between those needs found in the current investigation, it must be remembered that Alderfer performed his study with a greater bias towards proving his model of motivation than disproving Maslow's and as such may not be a valid test of the hierarchy of needs.

The Research Question I investigations showed that motivation can be classified into particular types that were considered to be close to those described by Maslow, but this chapter has shown that there is no specific relationship between these types of needs. Perhaps motivation is so short-term that no opportunity exists for a relationship to form between the different types of motivation. That is, when needs are deprived individuals are motivated to immediately seek to satisfy them at any given time (e.g. earn extra money to satisfy safety), or satisfy them over a longer period of time (e.g. acquiring new skills to boost one's esteem) with other needs motivating in the meantime.

As mentioned above, a longitudinal analysis could investigate this process further to help capture the truly dynamic nature of motivation and one that considers the individual in the work and life role would help to understand the wider process of

motivation. A complement of quantitative and qualitative methodologies could also further investigate the process within the levels of motivation that are perhaps more subtle than that found for survival (safety). By adopting an eclectic approach, the opportunity could be widened for investigating more delicate areas and gathering a wider and truer measure of motivation. In doing this, the extent of support for Research Question II for *all* needs could be assessed instead of only those found at the time that the ancillary member of staff completed the questionnaire or participated in the focus groups.

Evidence from the current investigation however encourages rejection of Research Question II and as such the deprivation-domination and gratification-activation propositions described by Maslow are considered inappropriate for describing the dynamic nature of motivation amongst the public sector ancillary staff. An alternative explanation based upon the activation of several levels of motivation at any time should be explored through further investigations.

## Chapter twelve

### Further influences on motivation

The current investigation is considered to have shown three of Maslow's needs to be consistent sources of work motivation in satisfaction and importance for the public sector ancillary staff, as well as a further new need. Even though the types of needs were consistent, the items measuring them varied slightly for each sample. For example, promotional prospects motivated HE staff to satisfy their safety needs but were a source of esteem for the NHS staff. The differences in motivation suggest that either the items designed to measure work motivation were inappropriate to the ancillary role, or that there are other influences on motivation than just the individuals' make-up. In consultation with other researchers and managers the items measuring each need were valid in the ancillary role, but perhaps they were affected by local variations and influences. This leads to suggest that perhaps there are other determinants of the nature of motivation, than just being endowed at birth with five needs as Maslow stated. This chapter briefly explores the factors that may influence the way the five (or three confirmed) needs are developed and gratified to understand the variations found in motivation. Particular attention is given to possible influences on the work motivation of participating ancillary staff to consider the slight differences in their sources of motivation.

#### Social Influence

Maslow did acknowledge an environmental influence on motivation that works with the innate hierarchy of needs by proposing that

*"each of us is endowed at birth with a complete, and, to some extent, unique complement of needs that, allowed expression by our environment, will foster our growth in a healthy direction" (Maslow, 1970, p. 77-104).*

So the environment is argued to provide the scope for motivation to be realised and then its achievement. It would follow that if circumstances do not allow a

motivational need to emerge then this does not mean it doesn't exist but that it is merely subservient. It may be therefore that the differences identified in the motivational needs of staff in each sample are due to the nature of the different environments that each are exposed to. In this quote Maslow has also attempted to justify the variations found in items measuring each need. He suggests *uniqueness* in the complement of the five needs which may explain why the nature of the needs were not identical across the samples. The uniqueness of individuals' emotions and influences will no doubt impact on their motivation.

Such influences will include those in the environments we are exposed to, and of relevance to the current research participants, the work environment. At work an employee is exposed to a number of influences, from the wider organisational culture, to those of the department and individual services. This can be evidenced in the way work is organised and company policies and procedures, which all reflect a particular style of management that has been adopted by managers. Other influences on one's motivation in the work role are those brought by the individual's culture. Socialisation into the wider society is greatly influenced by such environmental factors as social class, geography, and family, as well as biological influences including sex, age and ethnicity. The affect that each of these has on the individual will also be brought to the work role and their subsequent motivation in this arena.

According to the theory, one's socialisation and environment does not influence the existence of the five needs though. Maslow maintained that the classification of motivation into five types of needs is innate and it is the role of the environment to allow them to be realised and satisfied. Although there were differences in the motivation of the male and female samples, this is not an accurate or reliable measure of the innate structure proposed by Maslow. Sex is obviously genetically determined but it is widely accepted that one is socialised into one's gender (e.g. Berk, 1994) so exposure to these environmental influences would not make gender a reliable test of the endowment of the five needs at birth.

It is difficult to control for the environmental/social influences that affect motivation (without going into great experimental and anthropological study) but in the current investigation it is possible to explore the impact of one such influence. The organisational culture that the ancillary staff are exposed to within

their NHS Trust or University can be considered within the scope of this research. Participants were included from 25 Trusts and 8 Universities in the UK, so it is considered possible to explore for motivational differences in terms of the culture of their organisation.

One of the contributions to knowledge that this piece of research makes is the study of motivation in lower level staff within the organisational structure, since previous studies have focussed on those higher up in the organisation. How managers and professionals are motivated will undoubtedly influence the way they in turn motivate those they are responsible for and so influence the nature of their staff's motivation. It is this possible variation in the work environment of the ancillary staff that may influence their motivation and has been chosen for this exploration into social influences.

A selection of theory and research within the field of management styles, particularly in the public sector, will now be examined that are considered relevant to the research sample. Following this the potential influence of such management styles on ancillary staff's motivation will be explored.

### **Management Style**

The style that managers adopt has received great attention in business research reflecting the importance of its consequences (e.g. efficiency, staff retention, staff motivation and customer satisfaction) (Drucker, 1954; Mintzberg, 1989). One of the most prominent writers in this field is McGregor (1960) who was actually influenced by Maslow's theory in the development of his own (Stephens, 2000, p. 63). He formed the notion of two distinct styles of management determined by the theory the individual adopts about their staff<sup>29</sup>.

The role of the manager in any organisation is essentially to make policy decisions, plan how these can be achieved, organise how to achieve them, co-ordinate the parts necessary to achieve and control operations (Biddle, 1980). The style adopted to deliver this role can vary considerably, as individuals have

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<sup>29</sup> For a discussion of McGregor's theory turn to Chapter 2.

different personalities and socialisations. It is the influence of this that is the focus of this stage of exploration. In the current investigation, one commonality exists between the organisations that is considered to influence the nature of their wider culture. The fact that the participating NHS Trusts and Universities are all funded by and accountable to the public through the Government, will affect the nature of the policies and regulations that are adopted and enforced as well as the scope allowed for managerial innovation. It is within these constraints that all managers within the public sector have to manage, and is appropriate to all the institutions participating in the research and potentially how staff within these organisations are motivated.

The constraints of the public sector have previously been investigated. Drucker considered the public sector in two components: nonprofit organisations and the federal government, and identified five main difficulties for managing the nonprofit organisation (which would include those organisations in the current research). Their constraints were that they were:

1. lacking a bottom line such as profits, sales, or market share as measures of performance;
2. concentrating on a single purpose and avoiding pressures to increase their reach beyond their objective and competence;
3. tending to equate success with budget size;
4. serving a multitude of constituents, some with a vested interest in preserving ineffective but still desired activities;
5. tending toward righteousness (or moralism), which prompts goals from an absolute perspective rather than an economic (or cost-benefit) one

(Gazell, 2000, p. 50).

Drucker's writings were focussed on the US public sector, but the above points would still apply to the UK public sector with inclusion of the NHS and Universities as nonprofit organisations.

- ❖ Although the NHS and Universities have budgets as Drucker characterised, they *do not* make profits or sales;

- ❖ the NHS and Universities *do* concentrate on a single purpose, to make well and educate respectively, and aim to excel within the purposes rather than a wider objective;
- ❖ budget size is often a measure of success for the NHS and Universities because this is the only bottom line they have. This is especially so for the NHS with recent changes in the distribution of funding according to performance (NHS Plan, 2000).
- ❖ the NHS *does* serve a multitude of constituents from the millions of patients it serves to the local communities it partners, as do Universities in the students they attract. These arms of the UK public sector do also preserve some ineffective activities that are still needed, more so in the NHS with costly operations than unpopular courses in Universities;
- ❖ and finally the NHS *does* strive towards an absolute moralistic approach in healing and preventing sickness, than one of cost benefit, and for Universities this is to educate future generations.

The UK public sector has also been considered for the constraints it exerts on its managers by Ring and Perry (1985). They found the key constraints to be the ambiguity of policy directives, a greater number of effective interest groups, relative openness of decision-making, unreal time constraints and relative instability of policy coalitions. All are true for the NHS and Universities and the style of management adopted must be one that respects and responds to these constraints.

Brookfield (2000) also considered management in the UK public sector, with particular reference to the NHS. He recognised that public sector organisations are not always described in economic terms and so are not solely economic. He saw the NHS as a '*social institutional structure with elements of economic organisation*' (p. 17). He suggested that innovation and evolution are restrained within the public sector because the principal mechanism for policy development comes from central management. Individual NHS Trusts cannot act in isolation because of regulation, and political processes take the lead. Great regulation is also placed on management within the NHS, and with reference to the facilities management

function<sup>30</sup> these include Controls Assurance (2000), and mandatory health and safety and environmental issues.

Further constraints for the NHS include the changes in the market structure. Following general management in the 1980s was the introduction of the internal market in 1990 which distinguished between purchasers and providers of services. The Government imposed the model of a multi-divisional company with financial performance and service standards closely monitored by central government. Trusts in effect began to act as business units (Bach 1998).

Accompanying this reform was a further management responsibility, with the devolution of responsibility for employment practices *"from central government to local level with Trust managers granted considerable discretion to devise their own terms and conditions of employment"* (Bach, 1998). Pay and conditions of services were often determined locally, as was the promotion of a range of more flexible employment practices, but some such as Whitley Council grades continued. The style in which the staff were managed was also at the discretion of the Trust, providing opportunity for innovation. However as Bach (1998) argues

*"despite important changes in working practices, the possibilities for a more strategic approach towards the management of staff in the NHS remains heavily constrained by national policies and central government intervention which inhibits management autonomy at Trust level"* (p. 565).

The NHS, now under a Labour government, has retained the purchaser and provider divide but replaced internal market competition with collaboration and partnership working (Department of Health, 1998). The responsibility for delivering services remains at local level with arrangements for monitoring performance. The aim is now also to reduce bureaucracy by merging organisations such as health authorities and NHS Trusts.

The seemingly ever changing and politically-driven tensions of the NHS according to Goodwin (2000) provides scope for managers to work differently and develop a

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<sup>30</sup> with departmental responsibility for ancillary staff



leadership approach (p. 49). Within the NHS, he emphasises the importance of managers developing external relationships, networks within the organisation and to use inter-personal relationships to balance local priorities against the national, government aims. Networking within the NHS has been shown to develop such personal attributes as an ability to persuade, develop long-term relationships and acquisition of strong communication and listening skills (Ferlie and Pettigrew, 1996). Goodwin suggests that

*“the successful health service manager of the future will have to be dependent not only upon establishing a successful partnership with politicians and professionals but also achieving greater inter-organisational collaboration by transcending traditional organisational boundaries, particularly if improvements to both the population’s health and health service are to be achieved”*  
(2000, p. 58).

The aforementioned structural constraints on NHS managers can be classified as social factors influencing the management style and other influences on the style adopted include personal factors (based on personal philosophies) and organisational factors (based on expectations of superiors and subordinates) (Savage, 1990). Using this approach therefore the styles used by those within the NHS and any organisation would vary.

Price and Akhlaghi (1999) considered management styles within changing organisations and the style needed to make successful transformations. The Business Process Reengineering (BPR) transformational approach recognises management within organisations as mechanist or Taylorist and within these organisations, managers are focussed on task accomplishment by dividing tasks into smaller components that are manageable by others. People become specialists at small tasks and organisations need greater mechanisms for co-ordination (administration). Within these organisations

*“managers do the thinking, the planning, controlling and co-ordinating, while others – operatives –do” (ibid., p. 160).*

An alternative mode of organisational transformation is considered from the 'human relations school', where organisations are viewed as a living system and work within them is seen as an intrinsic human activity. In this approach organisations are seen to be learning and Price and Akhlaghi cite support for this notion, where

*"higher rates of innovation and adaptation characterise more successful organisations and that faster 'learning' is an adjunct, to if not a prerequisite of success" (p. 160).*

Within these organisations, jobs require a variety of skills and knowledge, and are broadly defined. Employees have shared visions and values which allow control to be more internal. The management role here is to create the environment which enables the achievement of outcomes, rather than to specify how it is done:-

*"Management equates to design and leadership" (ibid., p. 161).*

The participating populations under consideration are from the facilities management function within an organisation. The managers of these functions tend to take a more 'mechanistic' approach to management, due to their quantitative based professional training and experience (surveying and engineering)<sup>31</sup> but according to Price and Akhlaghi (1999), greater success is achieved from the 'learning' approach (p. 161).

The aforementioned constraints on the public sector are common to all the organisations in the present investigation. However, the leeway from these constraint falls at local level in the style of management adopted, whether this be Tayloristic and task orientated or one that is based on human relations. Should the national constraints dominate then no difference will be detected between the public sector organisations under investigation. But if the motivation of ancillary staff differs, then further consideration of the impact of management style would be recommended. Differences in staff motivation at individual organisations would suggest some difference at local level and thus a social influence on motivation. It

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<sup>31</sup> 46% of members of the British Institute of Facilities Management were found to have property, engineering and surveying background (1999, p. 9)

must be noted however that this analysis can only be speculative and exploratory in nature because the amount of data collected for each organisation is insufficient for any test to be considered valid (see Table 12.1 for response rates).

**Preliminary investigation of management style on motivation**

The data was inspected for differences in motivation between organisations to explore for social influences. The exploratory nature of this investigation allowed only an aggregate measure of motivation to be included. Participants' level of overall satisfaction with their job was measured in individual organisations, using the question:

Overall how satisfied are you in your job?

Chart 12.1 illustrates the dispersion of responses for each organisation, comprising of twenty NHS Trusts (a-t) and seven Universities (aa - gg).

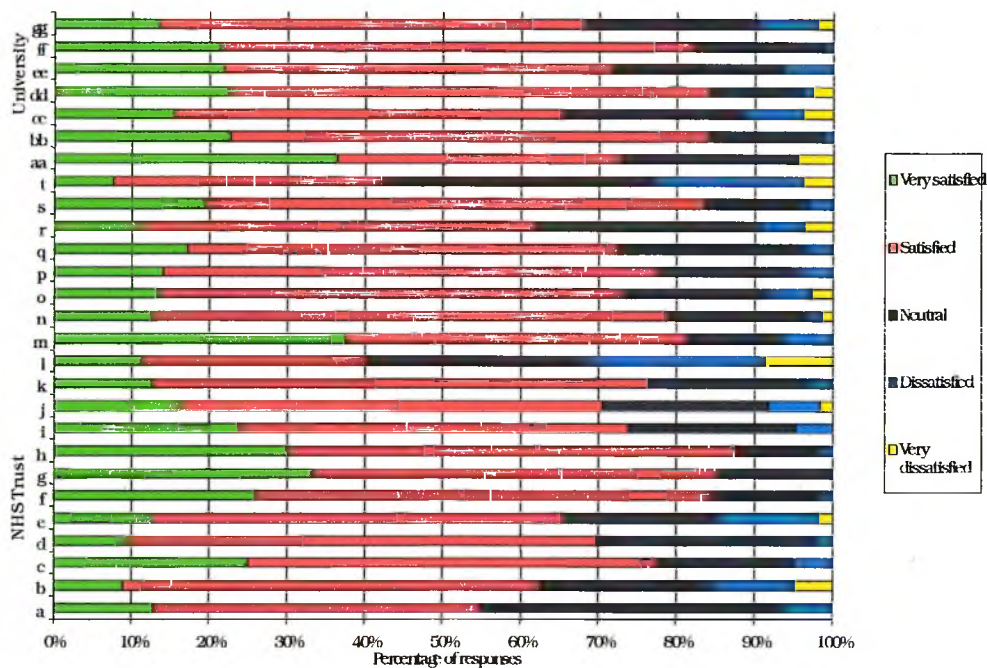


Chart 12.1 Overall satisfaction according to organisation

The levels of satisfaction expressed by the catering, domestic and portering staff at each organisation do vary. Staff at Trusts N and T were much more dissatisfied with their job than others, indicating a potential social impact on their motivation, at local level. The number of those responding from each Trust and University

limited the statistics that could be employed for this preliminary analysis, with the sample sizes shown in Table 12.1.

NHS	n	NHS	n	Universities	n
Trust		Trust			
a	31	l	35	aa	22
b	123	m	16	bb	75
c	40	n	71	cc	52
d	43	o	37	dd	76
e	55	p	71	ee	32
f	77	q	29	ff	112
g	27	r	55	gg	104
h	73	s	67		
i	42	t	26		
j	61				
k	72				

Table 12.1 Number of respondents per organisation

Two forms of analysis can be used for interval data to assess the differences in staff's satisfaction. Firstly the degree of association between overall satisfaction levels expressed by the ancillary staff at each organisation can be measured to assess the degree of constancy in motivation. Should the staff's motivation vary then the second form of analysis will be employed to measure the extent and significance of these differences.

It is possible to use the more powerful (parametric) test of association for the first correlational measure since the interval data gathered meets the assumptions for such tests. The Pearson correlation coefficient was administered on the satisfaction data to assess for uniformity in staff's motivation across the institutions. The results for this analysis indicate very little association between satisfaction expressed by the staff at each organisation (full details of the results are shown in Appendix 25) with only 3.1% of the results showing significant levels of association between organisations at the 0.05 or 0.01 points. Positive association between overall levels of satisfaction are shown by a correlation of +1, and the results illustrate the highest found for the current samples were 0.50 – 0.58. The most constancy in motivation was found in staff's satisfaction at Trusts

A and G ( $r=0.508$ ,  $p<0.01$ ) and Trust M and University BB ( $r=0.583$ ,  $p<0.01$ ). Although the level of association is fairly high between these particular organisations, the distribution of this relationship throughout each sample is limited. The lack of association between the majority of the organisations suggests that staff's overall level of satisfaction appears to be influenced by and determined at a local level. This then in turn is considered to point towards environmental, social and cultural influences on overall satisfaction as a measure of staff motivation.

Since the first analysis found little association between the satisfaction of staff at organisational level, the second investigation will focus on the extent of these differences. The one-factor Independent Groups Analysis of Variance (ANOVA) was employed to measure for differences in satisfaction between the samples. The null hypothesis for this type of analysis is that the population means are the same, which implies that there is a single underlying population. As a parametric test it is not essential to have the same number of subjects in each group but if sample sizes do differ, they should not differ by very much. In this case the group sizes differ to a large extent as shown in Table 12.1 with group sizes ranging from 16 at Trust M to 123 at Trust B. Because this assumption of the parametric test was not met an alternative had to be used.

The Kruskal-Wallis H Test is the non-parametric alternative to the one-factor ANOVA in that it is used for deciding whether independent groups are from the same or different populations. It essentially examines whether the scores in some of the groups are greater than the scores in others by testing whether the ranked scores are distributed evenly or unevenly over the groups. For this test therefore data has to be ranked, non-normal and group variances need to differ, which can apply to this dataset as shown in the rejection of the parametric test. The results for non-parametric tests however must be considered alongside the limitations of such tests. Because they make no assumptions about the data, for example being normally distributed or of equal size, the degree to which the test finds an effect that genuinely exists is reduced. By ranking the data, accuracy is also reduced since the magnitude of the difference between scores is lessened (Simpson, 1994, p. 114). But at this exploratory stage of the research the robustness of the results is not a paramount concern.

The test was run using the Monte Carlo Estimate, which makes an unbiased guess of the exact significance set at 95%. This was used instead of the asymptotic method for measuring significance as this assumes that the dataset is quite large, so any results found for small samples would be spurious. The results for the Kruskal-Wallis H test are shown in Table 12.2 with the significant differences between staff's overall satisfactions highlighted at the NHS and HE organisations.

	NHS A	NHS B	NHS C	NHS D	NHS E	NHS F	NHS G	NHS H	NHS I
Monte Carlo significance (95%)	0.993	0.279	0.507	0.718	0.311	0.501	0.277	0.300	0.538
Chi-square	0.411	3.892	2.596	1.457	3	2.695	3.811	3.783	2.479
Degrees of freedom	3	3	3	3	3.654	3	3	3	3
Very satisfied (n ranked)	5	18	6	6	7	8	4	8	6
Satisfied (n ranked)	22	87	29	32	40	57	19	54	31
Neutral (n ranked)	3	15	4	4	7	10	3	9	4
Dissatisfied (n ranked)	1	1	1	1	1	1	1	1	1
Very dissatisfied (n ranked)	0	0	0	0	0	0	0	0	0
	NHS J	NHS K	NHS L	NHS M	NHS N	NHS O	NHS P	NHS Q	NHS R
Monte Carlo significance (95%)	0.169	0.875	0.825	0.154	0.706	0.901	0.000	0.101	0.604
Chi-square	4.995	0.479	1.181	3.405	1.329	0.428	27.802	6.232	1.941
Degrees of freedom	3	3	3	2	3	3	3	3	3
Very satisfied (n ranked)	8	8	5	2	8	4	8	4	8
Neutral (n ranked)	44	53	26	13	52	28	52	21	41
Satisfied (n ranked)	8	9	3	1	9	4	9	3	6
Dissatisfied (n ranked)	1	1	1	0	1	1	1	1	1
Very dissatisfied (n ranked)	0	0	0	0	0	0	0	0	0
	NHS S	NHS T	HE AA	HE BB	HE CC	HE DD	HE EE	HE FF	HE GG
Monte Carlo significance (95%)	0.614	0.279	0.657	0.592	0.681	0.842	0.383	0.349	0.917
Chi-square	1.812	3.917	1.974	2.344	1.649	0.653	3.407	3.487	0.444
Degrees of freedom	3	3	3	3	3	3	3	3	3
Very satisfied (n ranked)	8	4	3	8	7	8	4	17	16
Neutral (n ranked)	49	18	15	55	38	56	24	76	72
Satisfied (n ranked)	9	3	3	10	6	10	3	16	13
Dissatisfied (n ranked)	1	1	1	1	1	1	1	1	1
Very dissatisfied (n ranked)	0	0	0	0	0	0	0	0	0

Table 12.2 Results for Kruskal-Wallis H test

The overall satisfaction expressed by the ancillary staff at Trust P was significantly different to that reported by those in other organisations, which would suggest that satisfaction is at a similar level for the remaining participants. 77.5% of staff at Trust P were either satisfied or very satisfied with their jobs, and only 4.2% were dissatisfied, with none falling into the extreme dissatisfaction category. Although staff at the other organisations were also satisfied they were not as satisfied as those at this Trust. The responses of only 72 ancillary staff form this opinion however, so the reliability and validity of this result is somewhat tentative. Of course the limitations of non-parametric tests should also be considered in interpreting this result, particularly since the size of the samples at each organisation varied so much.

One could tentatively conclude that the significant difference in satisfaction expressed by staff at Trust P does point to variance at local organisational level. Perhaps the working culture at this organisation, including policies, procedure, and encompassing the management style are consented by the staff which then has a positive impact on their work satisfaction. It may be that this Trust is an example of a 'Learning Organisation' (Price and Akhlaghi, 1999) which produces the most satisfied workers.

These conclusions are of course speculative since the nature of the investigation is merely an exploration of social influences suggested by Maslow to impact on human motivation. The results however do point to some difference in satisfaction according to the institution and although not significantly different they were neither found to be associated. This therefore suggests some local determinants of motivation that could include cultures, environments and socialisations of the wider organisation, department or service. Much further work is recommended into the social influences on motivation particularly within Maslow's theory before any valid and reliable conclusions can be offered. This should include much larger samples that are equal in size to meet parametric assumptions and thus lend more powerful solutions. Additionally further control should be made of the social, environmental and cultural influences being investigated to allow for more accurate findings.



## Chapter thirteen

### Conclusion

This research has grown from a series of investigations sponsored by NHS and University Facilities Managers, who wanted research-based evidence of the goals and objectives that motivate their lowest level of staff. Information of this nature for public sector ancillary staff did not previously exist in the field hence the research has responded to a demand to fill a gap and will have direct application in practice.

Content theories of motivation distinguish the nature of goals and objectives that people are motivated by, which is precisely what the managers wanted to understand. A content model was selected following consideration of those in the field to structure the research to allow a rigorous and robust investigation. Nevertheless the research had to be exploratory as well since no other study had used a content model to assess ancillary staff motivation, so the research could also examine the appropriateness of a theory to a new set of workers. Of all the approaches to motivation in psychology and their adaptation for organisational behaviour, the author has greater sympathy for the humanistic approach. This argues that people are ultimately motivated by personal growth and development and so takes an optimistic and feasible view of what it is to be human compared to other approaches that presume behaviour is the result of involuntary responses to stimuli or mental processes. This need for a content theory, sympathy for the humanistic school of thought and its previous application to the work setting led to the selection of Maslow's theory of human motivation (1943).

Maslow's model continues to be a current explanation of motivation evidenced through its popularity in a variety of disciplines, ranging from psychology to nursing, business and education. It has also seen extensive application in practice, but research on the theory in organisational settings has tended to focus on managerial or professional workers rather than the front-line, majority workforce. Research into the motivation of 'low level' NHS and HE ancillary staff constitutes an extension to the theoretical application of Maslovian psychology.

The sponsorship of and access for the research did constrain the methodological approach. The information that the investigation produced had to be in a form that was valued by the key stakeholders if it was to be received as a contribution to their knowledge; one likely to be applied. Managers in Western organisations tend to be practical and rational rather than theoretical and idealistic (Hannabuss, 2001, p. 359) and this is particularly true of facilities managers whose backgrounds relate to objective and impersonal professions such as engineering, property or surveying (BIFM, 1999, p. 9). Their knowledge is therefore inclined towards objectivity rather than subjective thoughts, ideas and feelings. As shown in Chapter 4, a positivist approach was determined as the most appropriate method that would meet the managers' epistemology and the research context. The sponsors initially wanted evidence of their staff's motivation expressed in comparable parameters that could be judged against other Trusts or Universities in the Fora. The methodology considered most appropriate to adopt was a questionnaire that would gather data from staff in an apparently objective, comparative and quantifiable format. Furthermore this approach also met the time and financial constraints of undertaking a sponsored piece of work, and enabled the study across the geographical spread of the participants.

In the opinion of the author it would have been more conducive with the humanistic model selected, to have initially adopted a phenomenological approach as this could have tapped the personal experiences, insights, intuitions and judgements of the ancillary staff themselves in their own frame of reference. A questionnaire could then have been designed based on the staff's interpretation of the needs to increase its validity that could then gather the objective set of data that the managers preferred. However in the manager's frame of reference, they first needed the dataset to see the worth and value of the research and their support was particularly important to secure a research sample.

In supporting eclectic research, the author then suggested considering the staff's motivation further using a complementary approach to the statistics that had been gathered. The phenomenological methodology of focus groups was recommended to the managers to identify the personal knowledge and understanding of the ancillary staff in their social world. The managers supported this recommendation, both in financial terms and by allowing access to their staff to participate in the research during working hours. The subjective knowledge

that is gathered using this approach helped to validate the objective findings of the questionnaire.

Although the research has had to accommodate a number of constraints, this does tend to be the case when work is explicitly sponsored and those funding the research have their own objectives to meet. The way in which these constraints have been incorporated however are not considered to compromise the validity or reliability of the research design or results, particularly in terms of the volume of staff that could be included. Because the research has also been sponsored, it demonstrates that this is addressing a gap in the applied field and so can be considered a dynamic, valid and worthy contribution about real people in the real world.

To examine ancillary staff's work motivation using Maslow's model two research questions were devised to reflect the major propositions of the theory. The evidence found from the investigations for each research question will now be considered in turn alongside what support can be offered for the fit of Maslow's model of motivation to this group of staff and its subsequent appropriateness.

## **Research Question I**

***Does human motivation consist of five needs namely physiological, safety, love & belongingness, esteem and self-actualisation?***

The questions included in the research questionnaire were designed to reflect and ultimately measure the needs stipulated by Maslow to form motivation. The content validity of the need-reflecting questions was established from the descriptions given by Maslow (1943), previous interpretations of these classifications in other motivational research (Porter, 1961; Friedlander, 1963; Roberts *et al*, 1971; Alderfer, 1966; Payne, 1970; Mitchell & Moudgill, 1976; Berl *et al*, 1984; Shoura and Singh, 1999); and the knowledge of the managers commissioning the research, about their ancillary staff. The questions were then externally validated by other researchers for the extent to which they reflected Maslow's needs and their applicability to the sample. To help test the reliability of

the needs, questions reflecting need satisfaction and importance were analysed separately<sup>32</sup>.

Factor analysis was applied to the ancillary staff's responses to the need satisfaction and need importance questions, which was used to identify any interrelationships in their motivation that were reduced to a set of common underlying dimensions. These dimensions were then considered for their fit to the needs distinguished by Maslow in order to test Research Question I.

Responses to the same questions were gathered from two samples of ancillary staff, as the research was supported by FM managers in two of FMGC's public sector Fora. This was initially undertaken with NHS staff and then it was possible to test the reliability of these findings with ancillary workers in Universities. Repeated needs across both samples signalled greater reliability. To extend this procedure further, responses were also tested according to additional shared classifications, namely their work role (catering, domestic and portering staff) and gender. Again needs that were consistently found across the sector, work group and gender samples were considered more reliable thus allowing a more robust examination of Maslow's structure of motivation.

Several needs were repeated both in the importance and satisfaction investigations and across the samples, and consequently show some support for Research Question I. Table 13.1 below summarises the extent to which needs were shared.

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<sup>32</sup> This also formed the structure for testing Research Question II relating to the process of motivation, considered later in the chapter.

	NHS	HE	Catering	Domestics	Porters	Males	Females
Safety	♣ ♦	♣ ♦	♣ ♦	♣ ♦	♣ ♦	♣ ♦	♣ ♦
Institutional safety	♣ ♦	♣	♣ ♦	♣	♣ ♦	♣ ♦	♣
Love & belongingness	♣ ♦	♣ ♦	♣ ♦	♣ ♦	♣	♣ ♦	♣ ♦
Autonomy	♣		♣	♣	♣	♣	♣
Esteem	♣ ♦	♣ ♦	♣ ♦	♣ ♦	♣ ♦	♣ ♦	♣ ♦
General	♣						♣
Self-actualisation	♦		♦		♦	♦	♦

Table 13.1 *Summary table of needs found*    ♣ found for need satisfaction

♦ found for need importance

Not only were the shared needs considered reliable through their repetition, but also because their nature was considered to reflect Maslow's (1943) descriptions and previous operationalisations of the needs.

❖ **Safety** motivation reflected the need for predictability, consistency and stability demonstrated by the financial motivations of the work role. Rate of pay, job security, pension schemes and bonus schemes that may provide additional income in the short- and long-term can all be interpreted as establishing safety in work and home life in westernised culture. This is also validated through previous operationalisations of the need in other workers, where measures have related to predictability and security (e.g. Mitchell and Moudgill, 1976; Porter, 1961; Shoura and Singh, 1999). A stable level of financial income allows consistency and predictability in one's lifestyle and those of one's dependants. This is considered to be close to Maslow's descriptions of safety motivation in all aspects of life, where one is motivated to be safe from harm, for stability, consistency and fairness, and helps to validate the need as appropriate to the ancillary workers.

- ❖ **Love and belongingness** needs measured associations with immediate colleagues in the ancillary workers. In relationships with co-workers there is opportunity and provision for loving, caring and affectionate relationships which appropriately reflect Maslow's descriptions of the need as well as conforming with previous applications of the need to workers (Porter, 1961; Friedlander, 1963; Hall and Nougaim, 1968; Shoura and Singh, 1999). Caring for others and belongingness were also found to be measured by staff's feeling of belonging to a team, and again is considered to support the appropriateness of Maslow's propositions to the ancillary staff.
  
- ❖ **Esteem** needs were consistently measured through relationships with those in the wider organisation, particularly supervisors, managers and customers. Contact with those that can influence the work role are considered to provide the chance for recognition, appreciation and achievement that will then impact on one's evaluation of the self. Maslow described this type of motivation as securing feelings of self-worth, capability, confidence and the sense of usefulness to the world, which is close to the measures found in the research. Esteem motivation was also stimulated in the ancillary staff by organisational systems for problem solving and suggestions, as these provide the scope for recognition from the wider organisation as well as appreciation and respect from close and distant colleagues. Again the nature of this need was validated by the operationalisations that have previously been used to test this need in other workers where questions have been included on 'respectful relations'. However greater focus has been given to relations with those in the wider organisation (e.g. Mitchell and Moudgill, 1976; Shoura and Singh, 1999) and not superiors since the workers involved have been in a fairly senior capacity themselves.

Three of the five needs under investigation were consistently and reliably found and can be supported as applicable aspects of motivation. The remaining needs were either inconsistently measured across need satisfaction, need importance and the samples, or did not appear at all.

**Self-actualisation** was described by Maslow to be the desire for self-fulfilment and to become everything one is capable of becoming, and in previous

applications have assessed worker's desire to develop and grow both personally and in their work role (Alderfer, 1967, 1969, 1972; Hall and Nougaim, 1968; Friedlander, 1963; and Porter, 1961). A need close to this was found in the ancillary staff that measured their motivation for development opportunities, such as training and multi-skilling, and the outcome of this development, e.g. promotional prospects. As shown in Chapter 10, the author prefers to use the term *Growth* to describe this source of motivation in the ancillary staff than Maslow's original notion of self-actualisation. Although he did term this need a 'growth' need compared to the lower level 'being' needs, he described self-actualisation more in terms of achievement, fulfilment and ultimate accomplishment that is at such a high level that not everyone is able to achieve or be motivated by. It is considered too difficult to reliably apply these descriptions to the items that have loaded together for the ancillary staff, and hard to assess within the scope of this research whether these staff possess the characteristics of a self-actualised person. There is greater conformity between the need found here for the ancillary staff and Alderfer's (1967) adaptation of self-actualisation, than Maslow's original form. He defined the Growth need as the motivation to be creative, have productive effects upon oneself and the environment, and utilising one's capacities fully as well as developing new ones (as cited in 1972, p. 490). Individuals do call upon existing abilities and create new ones through training and development opportunities, as well as job variety; and promotion does allow the individual to have productive effects upon themselves and their environment, so there is considered to be more support for this 'Growth' label than self-actualisation. Nevertheless the nature of the needs are related, with both referring to realising one's potentials through development so it would be invalid to reject Maslow's self-actualisation need based on this investigation purely into work motivation. There is a preference however to use the term 'Growth' to describe this need in the ancillary staff over that given by Maslow as it is considered more appropriate.

This need did not appear for all the samples however which compromises its reliability in this investigation, and where it did emerge this was only in its importance not its satisfaction. This could be for a number of reasons. Firstly Maslow did explain that this need is never completely satisfied which may explain its absence in satisfaction, and its apparent importance. However it may also suggest that the ancillary staff are motivated by self-actualisation/

growth but the management style and organisational culture do not create the opportunities for this to be realised, as Maslow did recognise the importance of the environment in optimising needs. Thirdly, it may be that the growth opportunities offered to the ancillary staff are not those that appeal to their interpretation, and may not even feature in the workplace. Sources of motivation outside of work that may motivate these staff to become all they can become could be through their family or home relations, friendships and in the wider community, so they may never actually be satisfied in the workplace. It was only possible to consider the motivation of the sample in their work role in this study, but the theory is one of life as whole and any future research should attempt to measure an individual's motivation in all aspects of their life. Finally the need may have been operationalised more effectively in need importance than it was in need satisfaction since it was possible to use more questions relating to development in the importance analysis than satisfaction.

- ❖ **Physiological** needs were not found to fit staff's work motivation. The items that were predicted to conceptualise these survival needs in the work role instead loaded with safety. The primitive nature of the need for sex, thirst and hunger made a robust examination in this research impractical. Other tests of Maslow's theory have acknowledged the inappropriateness of the need in the work role and subsequently excluded it from their examinations (Porter, 1961; Lawler and Suttle, 1972; Mitchell and Moudgill, 1976) which this research has now confirmed. There is a cultural context to this irrelevance as in westernised society the most primitive needs for food and shelter are guaranteed (e.g. through the welfare state in the UK)<sup>33</sup>. Motivation to meet these primitive needs exists in the short-term. One can feel hungry, but the motivation is immediate in activating behaviour to go to the fridge and get some food, rather than exerting a greater need to go hunting or beg for money to buy food. Perhaps the need did not emerge because it is too primitive to be motivating in the work role as it should have basic fulfilment before one comes to work. Because Maslow's model was not confined to the work role, it could be that this need only features outside of work. The need could always be absent because it may not have been operationalised effectively in the questionnaire. Although all validity and reliability checks that were possible within the research limitations were incorporated, perhaps pay is not a sufficiently primitive source of motivation to measure these needs. Physiological needs

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<sup>33</sup> Although this may be apparent in those that the welfare state system misses such as the homeless.



may therefore be a source of motivation for the ancillary workers, but was just not measured. On face value however the results imply that the need is not an appropriate source of motivation for the ancillary staff in their work role.

Other than the most primitive need, the research has shown support for the existence of all other sources of motivation that Maslow proposed in his model. There is strong support for the relevance of the remaining *being* needs. Safety, Love and Belongingness and Esteem needs were identified as appropriate forms of motivation, with remarkable consistency across the samples. There was also support for a Growth need (self-actualisation) that was consistently found in the staff's need importance, however this was less robust as the need did not appear in need satisfaction. Overall there is evidence to partially support Research Question I.

There was a further need to those given by Maslow that consistently emerged in the research, and is considered to signal a notable addition to the work motivation of these staff. The need for safety that is dedicated to the work role and its terms and conditions was uniformly measured by trade union related items. This form of ***Institutional safety*** motivation appears to be based on the collectivist approach that trade union representation takes in striving for it's members' predictability, fairness and safety in the organisational setting. As well as the sense of safety in the institution with the awareness that these systems exist to protect workers. This need however would not have been identified by Maslow since the first version of his theory of motivation was based on life as a whole and this research is specific to work motivation. This exciting discovery cannot therefore be considered as contradictory to Research Question I, instead it should be seen as a development of the motivation Maslow identified as 'safety' in the work role.

Many studies of his theory have focused on the workplace (Porter, 1961; Hall, 1968; Lawler and Suttle, 1972; Mitchell and Moudgill, 1976; Payne, 1970; Berl *et al*, 1984; Shoura and Singh, 1999) but none have found an additional safety need close to institutional safety. However none have included questioning on trade unionism, which is where the difference may arise. Trade unionism has had a long history within the UK public sector particularly in the health service, education sector and local government (Bean and Holden, 1994; Williams, 1997). Membership tends to be extensive in the public sector because of the sector's large size as an employing unit, which results in a high degree of impersonal, bureaucratic rules that fosters a general awareness among employees of their

collective interests and the need to advance them as a collective (Bean and Holden, 1994, p. 10). The same authors also found the typical trade union member to be characterised as male, with family responsibilities, in manual work and with low educational attainment (p. 13), which matched a portion of the research sample. This may explain why the need was so prominent but also illustrates the validity of its inclusion in the research.

Institutional safety was strongly represented in this research's sample that depicts a source of motivation that has previously been untapped in the low waged, less secure working population of the UK public sector. Further research will sustain the validity of this type of motivation to other working populations including those that have higher wages and work in the private sector, and also how managers can build on this in approaches to motivation. The exciting discovery of this new need deserves further research attention.

## **Research Question II**

***Is the dynamic nature of motivation described by Maslow through the deprivation-domination and gratification-activation cycle supportable in the research population?***

Very little support was found for the *process* through which Maslow described motivation. For him, if needs were to motivate an individual they first have to be deprived, since when they are deprived they are dominant (important) and behaviour is directed to meet them. For motivation to come from a higher need, the present need has to be gratified or satisfied with the consequence of this satisfaction being the activation of the higher-ordered need.

The correlational investigations found no support for this process. There was slight evidence for the appropriate direction of deprivation-domination relationship in staff's low satisfaction with their safety need with its continued high importance. However this relationship in the workplace is fairly well established in the items that were found to appeal to this need. Safety motivation was found to be financially based for the public sector UK-based ancillary staff and was also the case for those higher positioned in other organisations shown in previous investigations (Porter, 1961; Hall and Nougaim, 1968; Lawler and Suttle, 1972). Because survival in modernised societies is based on having the means to purchase food, drink and shelter, feelings associated with financial obtainment

are traditionally potent. There is an instinct to protect the items found to measure safety in the work role (pay and job security) because they are important aspects of the lowest form of work motivation. The relationship found in the staff's safety needs, with their low satisfaction (deprivation) and high importance (domination) therefore supports Research Question II, since the threats to safety needs have motivated the worker to stabilise, secure or improve them through their increased importance.

Support for Research Question II is still only slight for even the most primitive need found, and was lacking for all other needs. Further research would also be recommended to establish the robustness of even this slightest support for dynamism in safety motivation. It may be the case that this need is always important because it is so essential for survival and any satisfaction is not even reflected in its importance. A longitudinal analysis of motivation is endorsed to allow deliberation of the changes in needs as well in order to fully understand the dynamic process between needs. As the results of the current investigation stand though, the deprivation-domination-gratification-activation cycle appears unsupported as an appropriate description of work motivation.

Because the process of motivation identified by Maslow has been challenged so too has the hierarchical structure of human motivation. Wahba and Bridwell (1976) argued that

*"Maslow's need hierarchy theory is based upon causal logic, particularly the deprivation/ domination and the gratification/ activation propositions. Once these two are supported, it may be possible to assume that the hierarchical notion is supported by extension."* (p. 231)

Based on this reasoning then with the renunciation of Research Question II is also the rejection of the hierarchical relationship between the needs. Previous studies have also struggled to support the five- tiered hierarchy concept in Maslow's theory of human motivation with support instead given to a two-level hierarchy (Porter, 1961; Hall & Nougaim, 1968; Lawler & Suttle, 1972; Wahba & Bridwell, 1976; Mitchell & Moudgill, 1976). This is based on the nature of the needs found which accurately match those described by Maslow as *being* needs and *growth* need. Being needs are those that are striving needs that are purposiveness, means-to-an-end motivation, and growth needs are those that are expressing,

growing and becoming all one can become. In this research, the *being* needs of safety, love and belongingness and esteem were strongly supported as being satisfied and important, but the satisfaction of the *growth* need for self-actualisation was less well sustained. The only need not found to be satisfied but to be important was the *growth* need which may suggest that the need is aspired to in the workplace but generally unsatisfied and so remains motivating. Although the gratification-activation of the growth need appears to complement Maslow's proposition, this could not be thoroughly investigated in the current research due to confinement to the work role, so further examination is recommended to establish its reliability and validity.

The support shown for the *direction* of the process of motivation described by Maslow was not sufficient to support Research Question II. As such the proposed dynamic relationship between the needs is rejected as appropriate to the motivation of these staff. Needs were found to have a similar degree of importance and satisfaction and of no consistent order in any of the analyses. There is more support for the process proposed by Alderfer (1969) to relate his Existence, Relatedness and Growth needs than there is for Maslow's deprivation-domination-gratification-activation cycle. Alderfer argued that an individual can move both upward and downward within the hierarchy, and more than one need can be motivationally salient at any time, which is considered to support the results found in the static analysis of the ancillary staff's motivation.

## **Contribution to knowledge**

This research has contributed knowledge to a number of fields, based on the nature of the sample, the research design and the results found.

Firstly the support that the research has shown for the majority of the needs proposed in the model makes a contribution to Maslovian psychology, as does the lack of support for physiological needs in the work role and the dynamic relationship between the needs. From these findings it is now possible to rule out the lowest source of motivation in the workplace, for even the lowest level of staff. Previous studies (Porter, 1961; Lawler and Suttle, 1972; Mitchell and Moudgill, 1976) have concluded the irrelevance of physiological needs for staff that are higher up the organisational hierarchy, such as managers and professionals, based on the assumption that are adequately satisfied. This research has now

shown that the same is true for those at the lowest level of the organisation and so rejects the relevance of physiological needs as a source of motivation in the work role per se.

The very nature of the sample involved in this research also contributes to Maslovian psychology, as no application of the model has previously been made to this type of staff. Maslow's theory of motivation has before been tested in a number of groups of staff (e.g. Porter, 1961; Friedlander, 1963; and Roberts *et al*, 1971 with managers; Mitchell & Moudgill, 1976; Shoura and Singh, 1999 with engineers and accountants; Berl *et al*, 1984 with salespeople; Alderfer, 1969, 1972 with bank employees); but none have focussed upon public sector ancillary staff. Often the type of staff involved in research is determined by those sponsoring the research, as is the case here. It would appear from the aforementioned studies that private sector employers or funding bodies were interested in the motivation of higher level employees in the 1960s and 70s in the US, and not the lower level workers in the manufacturing firms, banks, utility and communication companies. For FM managers in UK NHS Trusts and Universities at the turn of the 21<sup>st</sup> century, their concerns over recruitment and retention of the lowest level of their staff urged them to support research into understanding the sources of motivation for these staff. With the application of Maslow's model to this investigation, the research makes a contribution to this field of psychology.

The design of the research also makes a contribution to Maslovian psychology in its exploratory nature. Because no other investigation had been undertaken into the motivation of ancillary staff using Maslow's model, it was deemed necessary to gather empirical support for the need classifications and use them to assess the process of motivation. This would ensure a more accurate and robust examination of the ancillary staff's motivation than basing the investigation purely on *a priori* measures. Responses to items relating to various aspects of the ancillary worker's role were factor analysed freely, and so the needs were formed based on the underlying statistical associations between the items. Although the researcher had preconceived ideas about the type of need that each item would appeal, based on Maslow's descriptions, previous studies and the external researchers, it would have been inaccurate to limit the items to measuring specific needs as the interpretation may not have been correct for the ancillary staff. This knowledge, and other checks of reliability and validity (e.g. marker variables, sample size,

internal consistency) were instead used to interpret the groups of items that loaded together in each analysis for their conformation with Maslow's needs.

This exploratory approach makes a contribution to the field as all previous investigations of Maslow's need classifications have taken a more controlled alternative approach. Correlation analysis has been used by others (Alderfer, 1966; Mitchell & Moudgill, 1976; Porter, 1961; Roberts *et al*, 1971; Herman & Hulin, 1973; Beer, 1966) to gauge the association between items designed to measure individual needs and from this conclude their relevance, rather than explore the type of need that each item appeals. They have assumed that the items used to operationalise the needs are accurate to their sample and lack of correlation between the items suggested lack of support for the need, rather than explore if any of the items emerged as separate factors. It may have been that sufficient information existed about the motivation of those workers formerly investigated, but since no other investigations had been undertaken into the motivation of ancillary staff using Maslow's need classification, this approach was considered necessary.

A second field that this research contributes towards is the wider field of motivation theory, and more specifically to the alternative content theories that are offered to Maslow. The consistent and robust support that has been shown in this research for the existence of distinct needs for safety, love and belongingness, esteem and to some extent growth/ self-actualisation in the work role provides evidence against those that propose fewer sources of motivation. Herzberg (1966) proposed a two-factor theory of work motivation that was based on his research of professionally qualified accountants and engineers. He argued that workers have hygiene factors that are basic needs such as working conditions, pay, supervision, co-worker relations, status and company policy, but they are not sources of motivation instead they cause dissatisfaction when they are not met. 'Motivators' are outside of basic working conditions and focus upon the opportunities in the workplace for achievement, recognition, growth, advancement and responsibility. These are a source of motivation for workers but the absence of any of these would not have a significant impact on workers. The findings of this research into a much lower level of worker than that considered by Herzberg, provides evidence against anything like a two-level model of motivation. Needs emerged that related to pay and conditions, co-worker relations, supervision and status, as well as growth, but all were distinct sources of motivation. The satisfaction and

importance of each need were also fairly similar so in using this approach the results would suggest that all are motivators for the ancillary staff. Perhaps the absence of need satisfaction in the growth need for the ancillary staff signals a distinction between this need and the other *being* needs that could be close to that given by Herzberg, but the consistent discovery of several needs questions the appropriateness of the two-factor theory.

Alderfer's (1967, 1969, 1972) re-classification of Maslow's model into Existence (physiological and safety), Relatedness (love and belongingness and esteem) and Growth (self-actualisation) can also be questioned with the results shown here. Evidence from the ancillary staff is considered to show that love and belongingness and esteem needs are two distinct and very different sources of motivation and so should not be grouped together as a need for relatedness. As maintained in Chapter 1, the motivation for affectionate and loving relations is completely different from the motivation for feelings of self-worth, pride, appreciation and recognition, and so should not be lumped together as one need. There is more support shown in the research for the process of motivation that Alderfer proposed though than that given by Maslow, and so endorses this alternative explanation of the relationship between needs to explain motivation.

A further contribution to the field of work motivation theory or organisational behaviour is the discovery of a new need in workers. The consistent loading of items relating to the safety of working terms and conditions in the majority of the analyses confirmed the existence of Institutional Safety in the ancillary staff. This motivation is to establish predictability, fairness and safety in the organisational setting signalled by items relating to trade unionism, annual leave and pension schemes. This need has not been identified in any other studies of Maslow's model in workers but it may not have been valid to include questioning related to workplace terms and conditions for workers at much higher levels or in the type of organisations that have been studied. Nevertheless the items were valid to include for the low-level public sector ancillary workers, and they have since shown to be a distinct source of motivation. Further work is necessary to establish the generalisability of this need, but this is an exciting and original contribution to motivation theory.

The research also makes a contribution to the Facilities Management (FM) discipline within which the ancillary staff perform their roles, as it is moving away from the traditional 'hard services' focus that the discipline tends to uphold. A large proportion of FM investigations have focussed upon identifying best practice in areas of buildings, maintenance, lighting, heating, cleaning and catering<sup>34</sup>. Facilities managers' objective knowledge and awareness of tangible aspects of the function will undoubtedly influence the direction of the discipline either through researching the areas themselves or in the support of professional bodies. Because of this and its infancy, there is also relatively little research into the more strategic and 'softer' elements of the discipline<sup>35</sup> that includes the management of those that perform the FM function. Through the support of those with a progressive attitude towards the discipline with their acumen to join FMGC's Research Fora to share best practice in all aspects of FM, this piece of research helps to fill this gap. This is a thorough and robust investigation which contributes research-based evidence of the sources of motivation for those that perform the least sophisticated FM functions who have never before been considered in such depth in the FM field.

The final contribution that this research makes is to management knowledge and research. Explicit knowledge is now available on the nature of motivation, in its entirety, for some of the lowest level workers in organisations as well as the importance they assign to the various aspects. These findings will help to shift the focus away from financial reward as the sole source of motivation for lower level staff that so many maintain (Thornley, 1996; Unison, 1997; Brief *et al*, 1997; Bach, 1998; Cooper, 1998). Staff can now be considered for their need for love and belongingness, for esteem and for growth as well as safety rather than just the impact of the size of their pay packet. Perhaps sources of motivation that have previously been overshadowed by financial motivation, will now be built upon through working practices that will help to address and increase the motivation of workers. The research has also permitted the production of a reliable tool to measure low-level staff's motivation as well as a set of statistically reliable indicators of the types of needs that aspects of the work role can be considered to motivate. This can be used for further research or for practical application in

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<sup>34</sup> For example, in a recent edition of the *Facilities* journal (Vol. 20, 2002) papers report work on building energy efficiency, office design management, fire safety, warehouse layout, sprinkler systems, plumbing and drainage systems.

<sup>35</sup> Only 5 hits were found in a search of the *Facilities* journal for the term 'research' (18/12/02).



organisations to assist managers with measuring their staff's motivation and from this to bring about change.

This knowledge of the ancillary staff's motivation and the tool for measuring it, has been relayed to the NHS and University FM managers and directors that sponsored the research and others in the sector in the form of a report, workshop and conference presentations on several occasions (Appendix 1) that will help to encourage the incorporation of this important work into practice. Further consideration of the practical applications that can be made of the findings that can be relayed to managers are given below.

### **Social influences on motivation**

Slight differences were found in the composition of staff's motivation according to the sector in which they were employed, their work role and gender. Not only did the presence of Maslow's need classifications vary but also the type of items that measured the needs. This led to the consideration of other influences on the nature of motivation, than just being endowed at birth with five needs as Maslow proposed, although he did recognise the influence of the environment in allowing expression of the needs. The organisational environment was chosen to explore for social influences on motivation, by considering differences in staff's motivation between their NHS Trust or University.

Staff at one of the participating organisations were found to be significantly more satisfied with their job than those at the remaining institutions, which was considered to highlight potential social/ cultural influences on motivation. Local differences were also flagged between the organisations through the lack of statistical association in staff's satisfaction and so were considered to signal cultural, environmental and socialisation variances of the wider organisation, department or service in which the staff worked. One such cultural determinant could be the management style adopted in the organisation, for example where an authoritarian approach is adopted staff will have fewer chances for autonomy which should then impact on their esteem need development through the limited opportunities for achievement, recognition and respect. However further work is needed before any reliable conclusions can be made.

The influences on the structure of human motivation of the environment, culture and socialisation in the workplace will have huge implications for working practices. For example, in more recent years people have started working from home, so what impact would this have on the development of their love and belongingness motivation? Working without regular contact from co-workers and predominantly in isolation may diminish the influence this need has on one's motivation and so the structure may change. Consideration should also be given to the impact of IT in the workplace, particularly in terms of the increasing use of electronic rather than personal communication within the organisation. What effect will this have on worker's esteem needs through the reduction in contact with one's superiors and thus the declining opportunities for recognition, achievement and appreciation? One can also note the changes in work practices in the UK since the 1980s as demonstrating a change in workplace culture, for example with the depletion of the mining and steel industries. These industries once employed entire communities, where people worked together as well as lived together. Perhaps their motivation was once more succinctly fulfilled due to the alignment of work and personal motivation and this has since changed with those of the working practice. Some aspects of their motivation that they once achieved through the work and life parallels could have disappeared alongside the industries.

This will have interesting ramifications for future research on work motivation as well as examinations of Maslow's theory of human motivation in the organisational setting. The analysis undertaken in the current research was merely an exploration of the cultural influences on motivation within the staff's organisation. Any further investigation would require larger samples of ancillary workers from each organisation to give complete consideration of the impact of management and the wider organisational culture on the structure of work motivation.

## **Practical Application**

The NHS and University FM managers primarily sponsored the research to better understand the nature of their ancillary staff's motivation, compare with others in the field and where differences were detected to share best practice. Detailed reports have been prepared and distributed (Smith *et al*, 1998, 1999, 2000) to those that funded the work, comparing the levels of importance and satisfaction expressed by the ancillary staff in individual institutions, and with this,

information on their rewards, training opportunities, level of supervision and suggestions schemes amongst other things (Smith *et al*, 1998i and 2000i). The sharing of best practice from this research has been facilitated through workshop presentations and exchange visits. The research findings have therefore been fed back to the managers in a practical format that they can make use of and not one that is purely theoretical, although this has been given to a certain degree.

One of the main drivers of this work for the sponsoring organisations related to the recruitment and retention issues that they are currently facing reflected by the increasing turnover rate of ancillary staff over the last few years, particularly in the NHS. Davies (2000) reports an 8.3% turnover rate for these staff across NHS Trusts in 1998-1999 and 9.9% rate from 1999-2000 (p. 26). With the rising problem of ancillary staff retention, the key stakeholders wanted to understand the practical applications of the research findings in order to address this problem, and so demonstrates the importance of the work to practice.

From the research findings one can firstly assess what sources staff's motivation, and then attempt to create the environment and opportunities for satisfaction of the appropriate need. Although the consequence of meeting needs that are important to staff has not been shown to reduce their strength of motivation in this research (Research Question II), it does indicate the nature of items that are at the forefront of staff's motivation and those that have little impact. Also by centring on areas that are important to ancillary staff, it will denote a level of respect from managers and the wider organisation in their awareness and consideration of staff's needs. The research findings would suggest that focus should then be given to ancillary staff's love and belongingness or esteem needs. Although this should improve the motivation of ancillary staff, understanding the direct impact of this on staff retention is beyond the scope of this research. This relationship, and the wider impact of work motivation on work performance and productivity, has been extensively considered in the human resource and business fields (Brayfield & Crockett, 1955; Steers and Porter, 1983; Iaffaldano & Muchinsky, 1985; Cole, 1995) and should be consulted for a more in-depth examination of this field.

The research showed that utmost importance was assigned by all of the ancillary staff to rate of pay, job security, good relations with co-workers and a friendly atmosphere, and so should be examined when addressing the motivation of such workers. These were considered to assess the safety and love & belongingness

needs of these staff, which indicates the relatively low-level yet imperative nature of their motivation. Ancillary workers primary motivation is to satisfy their safety in the organisation in the long term and on a day-to-day basis through their immediate working relationships. The extent to which items have an impact on staff's personal life may also influence their considered importance. Rate of pay and job security will greatly affect the level of stability, consistency and predictability that one has in one's personal life so this is constantly important. Perhaps motivational opportunities should be designed to consider their impact on staff outside the organisation, for example, the view of their role in the community and the impact of overtime on their personal roles. Maslow recommended aligning workers' goals with those of the organisation to improve staff's motivation, which would be the case when their personal goals are considered.

In the current financial climate however, satisfying the first item of importance to the ancillary staff cannot always be secured. Public sector organisations are not always in a position to afford extra pay to workers, so instead they should focus on communicating this issue to staff. Perhaps in the relative competitive rate of pay that is currently in place, if possible, and the situation of the organisation as a whole. Communicating these circumstances to workers may address their esteem needs through contact with supervisors and managers, and through the inclusion of their situation with that of the wider organisation. It is strongly advised that unsupported promises of additional pay should not be made to workers, as this may deaden the needs to which pay appeals as a result of consistent unfulfilment. The introduction of the Agenda for Change (2002/2003) pay structure in the NHS that will see a 10% pay increase over three years for all staff, as well as providing the flexibility to reward staff for taking on further training and responsibilities, should make it possible to respond to this vital source of motivation for ancillary staff.

Of similar importance to ancillary workers was job security. Workers in the non-clinical support services of the NHS were previously at the centre of cost-cutting exercises (e.g. Compulsory Competitive Tendering) until recent Government initiatives (e.g. NHS Plan, 2000) that have now placed the emphasis on providing a service that offers best value rather than just low cost. Ancillary workers therefore have previously had reason to rate their job security with great importance as they are accustomed to it being threatened and so its importance will persist. The financial situation of an organisation again has implications for the security of jobs in a similar method to pay. It is rarely possible to completely assure a

person's job, but as with pay, it is often better to communicate the situation to workers than not acknowledge their concerns or make false promises. The focus groups included in this research to validate the questionnaire findings highlighted the need for communication with ancillary staff who were involved in a CCT exercise (see Appendix 14). They felt informed at the beginning of the process but communication reduced as the exercise progressed and their concerns increased. It is essential therefore to continually communicate with staff about issues that effect such an important and basic aspect of their motivation.

Good co-worker relations are also of paramount importance to ancillary workers in their motivation and so scope for these to be enhanced should be made. This is a much more 'budget-friendly' method of motivation as it is based on changes in working practice rather than financial provision. This could include regular team meetings where all co-workers come together, organising staff into small teams to perform tasks or through social events or social/ sport clubs outside of the workplace. A friendly atmosphere, which was also rated as important, could be produced from these applications as there will be increased opportunities for interaction and relationships to form. Contact with patients/ students could also create a friendly atmosphere since staff are given the opportunity to care for others, receive recognition and appreciation and offer friendship. Recent initiatives for ancillary staff within the NHS help to incorporate this source of motivation, thus considered to appeal to their love and belongingness needs. The NHS Plan (2000) has stipulated the need for Ward Housekeepers in all wards by 2004 with the aim to provide a safe and caring environment for the patient and one that is focussed around their needs. Ward Housekeepers have regular contact with patients as they are responsible for the cleanliness of the ward area, minor maintenance, and ensuring patients receive and can eat their meals. By integrating the ancillary worker into the ward team, staff will be motivated by not only patient contact but also relationships that can form with new colleagues such as clinical staff. This may motivate the Ward Housekeeper at their esteem need level as this interaction is with those higher in the organisation (allowing for recognition, attention and appreciation) or it may appeal to their love and belongingness needs (sense of belonging to a team, being accepted and affiliated with others). The new environment in which the Ward Housekeeper finds themselves will determine the nature of items that appeal to each motivational need, and provide the scope for these to be satisfied.

To summarise, the classifications of human motivation defined by Maslow have predominantly been supported in this research, but the dynamic process relating these needs is challenged. The research also contributes a valuable insight into the work motivation of NHS and HE ancillary staff as they have not before been considered in this field. Managers of these staff and others in the field will now have a better understanding of what motivates ancillary staff and what does not, and the research has highlighted the areas that need to be focused upon to meet staff's needs thus also making a practical contribution. Ancillary staff's safety motivation is characterised by pay, job security, bonus schemes, pension scheme, overtime opportunities and for some promotional prospects; love and belongingness needs were measured by the quality of their co-worker relations, working in a friendly atmosphere and contributing equally to the delivery of the service; and their esteem motivation relates to contact with managers, supervisors and customers, and organisational 'listening' systems. A further source of motivation was also found that was specific to the staff's role in the institution. Their institutional safety motivation incorporated trade union representation as well as a good pension scheme and annual leave entitlement, and established predictability, consistency and stability in their terms and conditions of employment. The research therefore has also highlighted a source of motivation in these staff that has not before been found that managers now have awareness of and can build upon in practice.

In responding to the call for research into ancillary staff's motivation, Maslow's theory was initially favoured as it was considered to give a comprehensive view of motivation over all others in the field. Within his theory Maslow attempted to capture

*"the richness of the personal experiences of being human"*  
(Gross, 1992, p. 905)

but perhaps it has achieved quite the opposite. Although a large proportion of the needs he proposed have been upheld, the lack of support for the process of motivation suggests that Maslow has oversimplified that very complex dynamic practice of being human. He has perhaps lost some of the richness of life in his explanation and fails to capture the energy that is motivation. Greater focus should be given in the future to the way in which this energy is exerted and how the types of motivation that were supported in the research relate to each other. The research continues to make valuable, important and valid contributions to

many fields, but the greatest hope is that managers will make use of the findings to advance the motivation of their staff at the lowest levels of the organisation through this greater understanding.

## **Chapter fourteen**

### **Reflections**

At this concluding point of the research it is possible to reflect upon the research process and its development as well as one's own personal progress. As a sponsored piece of research one is also able, at this point, to identify the restrictions that have been accommodated and consider the impact that this has had on the quality of the work as well as its scope. With hindsight it is also possible to recognise aspects of the research instrument that could be improved to provide a superior analysis of the staff's motivational needs, and make recommendations for future investigations that will strengthen the reliability and validity of those results found. Being at this stage, one can also consider the skills that have been accomplished throughout the research process in one's way of thinking, evaluating, analysing and overcoming. This chapter will consider these reflections further.

### ***Approaches to motivation***

There were many approaches to the study of motivation that could have been selected for the investigation such as cognitive psychology, evolutionary psychology, psychoanalysis, behaviourism or social constructivist. But in order to meet the time and financial restrictions of a Ph.D., the wider field had to be narrowed down to those with which the author could sympathise, have application in the organisational setting and whose findings would have practical worth to the sponsoring organisations.

Of all the approaches, a humanistic psychology explanation of motivation was considered most appropriate, since it did not over-simplify human nature to a series of passive chemical processes, was not dependent on others for interaction in order for reality to be true and did not base human nature on sexual aggressiveness. The principles of humanistic psychology place personal growth and betterment at the centre of human nature, and were valued by the author at the outset of the research, and following application are still preferred. The approach could also be operationalised in the organisational setting by gathering



the opinions of individuals along comparable parameters and would meet the requirements of the key stakeholders since growth in the workplace will normally benefit the organisation through increased skills or output.

The field of organisational behaviour also had to be narrowed down at the outset to identify the most appropriate model with which the ancillary staff's motivation could be measured. The organisational and group level of analysis were considered unsuitable as they were not conducive with the person-centred humanistic principles that the author upheld and would not meet the needs of the sponsoring organisations to explore their staff's motivation. Understanding to this degree occurs at the individual level of the organisation and within organisational behaviour literature this explanation is provided by content theories of motivation. But not all content theories are aligned with the humanistic psychology principles that the author has sympathy for.

Maslow's model was considered to meet both these criteria, but so too did Alderfer's Existence Relatedness and Growth theory (1969, 1972) and was an alternative model for the research. With hindsight it may have been more appropriate to have selected this model for examination of the ancillary staff's motivation as it has emerged from the results of tests of Maslow's model and in response to criticisms the model has received. However it was considered at the beginning of the research that Alderfer's model over-simplified human motivation too much to be valid, since the nature of the needs that it groups together are so very different. Maslow's model was developed in response to the denigration of human nature that behaviourists and psychoanalysts presented by their simplistic nature neither of which could fully explain the values, intentions and conscious existence that humans have. Alderfer's model was considered to be re-introducing this into the humanistic psychology field, and now at the end of the work this remains true. Although the process of motivation that Alderfer described to link the three needs has been supported in this research, the factor analysis showed that as suspected there are more sources of motivation than just existence, relatedness and growth. The ancillary staff were found to be motivated by safety needs at both a personal and institutional level; love and belongingness needs for relations but within this also love and affiliation; relations with their superiors but this was more to do with the need for recognition and appreciation that was esteem motivation; and also a growth need for personal development. On further inspection of Alderfer's work, his test of Maslow's model was not one that was particularly rigorous or robust since he used Porter's management

questionnaire (1961) that has since been shown to be invalid and unreliable (Payne, 1970). So his initial contradiction of Maslow's model is even questionable, as is his advancement of an alternative explanation.

Even though Maslow's model of motivation is nearly 60 years old, its selection for investigation over others in the field is still upheld as it met the author's sympathies, the research context and those of the sponsoring organisations.

## ***Sponsored nature***

The thesis reports a series of studies that were sponsored by Facilities Managers in NHS Trusts and Universities who wanted research-based evidence of their ancillary staff's motivation. By its very nature the research makes an important, worthy and valuable contribution to the practical field, but the research process also had to be sufficiently flexible to accommodate its dynamic character. This compromised the research to some degree, but was condoned as the approach taken would ensure access to a large sample of ancillary staff to participate in the questionnaire or focus groups during work time.

Ideally a qualitative methodology would have been chosen as the first stage of the research to conceptualise the personal knowledge and understanding of the ancillary staff and the nature of their motivation. However the key stakeholders first wanted objective knowledge of their staff's motivation compared to those at other organisations. All the ancillary staff in all the participating NHS Trusts therefore had to be reached and their motivation measured along comparable parameters. A questionnaire was chosen as the most appropriate approach to achieve this and Maslow's model provided a structure for the investigation and its research design.

It is the opinion of the author that using this approach did not compromise the research to a great extent. Maslow's model had been selected to measure staff's motivation, so his descriptions were available for application to the work role as well as details of the approaches that other tests had used. Questions were also developed from the knowledge of the key stakeholders about the ancillary workers in terms of the opportunities available to them and this was further researched by the author. External validity was added to the developed measures through the

involvement of a number of other researchers with knowledge of Maslow's model, and statistical measures were also used to establish the reliability of the results that emerged from the questionnaire responses. Marker variables were designed that closely reflected the need descriptions and were used as reliable indicators of needs arising from the factor analysis, as well as indicators of sufficient sample sizes. A comprehensive amount of information was therefore used to develop the *a priori* measures of the ancillary staff's motivation and the results, and is considered to have overcome the quantitative constraints of the first stage.

The confinement to an essentially positivist approach in the initial stages is also thought not to have compromised the findings because of the perceived relative effectiveness of a qualitative method at this point. It is thought that it would have been difficult to develop theoretical measures of the psychological needs that Maslow included in his model, using a qualitative approach with the ancillary staff. For research to be meaningful to any participant they must be able to interpret it in their own frame of reference and if they cannot, often their participation is effected and the quality of the research is compromised. If the ancillary staff had been asked questions about their understanding and experiences of work motivation in terms of safety, love and belongingness, esteem and self-actualisation in the way that Maslow described, they would have had limited meaning to them, and so the validity and reliability of the items used to subsequently conceptualise the needs would be questionable. The qualitative work that was included in the research had to be designed to be meaningful to the ancillary staff and the sponsoring organisations by addressing particular workplace issues, and was done so in a way that had developed from the questionnaire results. So having the qualitative research as the first stage would not necessarily have produced reliable and valid findings in terms of investigating the applicability of Maslow's model.

Not only did the sponsored nature of the research influence the methodologies but also their design. The first priority of the sponsoring managers was for research-based evidence of their staff's motivation compared to others, so the parameters on which this was measured had to be universal. Using Maslow's model to structure the investigation was therefore conducive with these needs. However, some managers also wanted to use the questionnaire to measure their staff's awareness of specific opportunities available to them, such as training schemes,

suggestion and complaints procedures. This was accommodated with the inclusion of a number of open-ended questions for ancillary staff to list those they were aware of, and follow-on questions about their effectiveness or worth. These could not be used for the PhD research because of patchy responses and dissimilar interpretations of local circumstances. In most cases it was possible to include additional closed questions on the above areas in order for these to be included in the analysis of Maslow's model, but this would have presented a bias to the questionnaire if they had all been met. There would have been far more questions on development opportunities and organisational systems than any other area if both a closed- and open- ended question had been included for every one, so these had to be limited to only a few. This compromised the design of the questionnaire to a certain extent, particularly in relation to need satisfaction with training opportunities, but a certain degree of flexibility is required when research is being sponsored by organisations in order for it to have practical application.

The need for flexibility was similarly true for the design of the focus groups. As mentioned above, questions had to be included that produced information that was useful to the sponsoring organisations, but they also had to be meaningful in the ancillary staff's frame of reference. Questions were therefore based on their experiences of job satisfaction, areas of dissatisfaction and suggested improvements. Analysis of the qualitative research was influenced by the epistemology of the research sponsors as well for objective, quantified data, but also by the research context for validating the aspects of motivation covered in the questionnaire. The more subjective knowledge uncovered was therefore analysed quantitatively to produce the form of data of greatest appeal to the sponsors. This did have an impact on the research to some extent as the subjective richness of the focus groups was reduced to a series of frequencies along motivational parameters. However this stage still made a valuable contribution to the investigation of the applicability of Maslow's model as areas were uncovered by staff about their motivation that would not have been found in any other way. By using conceptual content analysis, comparisons could be made with the lines of questioning used in the questionnaire and this could be undertaken within the time and financial constraints of the sponsored investigation. Any other form of detailed analysis of the qualitative findings would have exceeded the nine-month time frame of the research and would have been of less use to the evaluation of Maslow's model and the key stakeholders.

There were therefore a number of constraints on the research because of its sponsored nature. However I feel that every effort was made to overcome or accommodate the issues that were presented in a way that has not compromised the validity or reliability of the investigation of the applicability of Maslow's model of motivation. It would have been ideal to have complete control over the research process, design and analysis but then it may have jeopardised the research sponsorship and access to such a large number of ancillary staff that is considered to establish reliability in the research. In responding to a call from FM managers to investigate the motivation of their ancillary staff, the research remains an exciting, valid and above all worthy contribution to the applied field that will help to develop the motivational opportunities for some of the lowest level employees.

## ***Research development***

Exploratory research had to be undertaken in this study because no specific research had previously been undertaken into ancillary staff's motivation, and none so using Maslow's model of motivation. Although this was necessary, a confirmatory approach would have allowed a more rigorous and robust investigation of Maslow's model of motivation since the items measuring each need could have been evenly distributed and controlled. A problem encountered in this work was that some needs were measured more intensely than others, as shown in the factor analysis results, and some needs did not emerge consistently in need satisfaction and need importance.

As mentioned above, the need-measuring items were based upon Maslow's descriptions, others' operationalisations of these descriptions, managers' knowledge and further research in the field. The items therefore had high content and external validity but since no other measures existed of Maslow's theory of human motivation in public sector ancillary staff, those that were designed to measure each need had to be confirmed as such in the research. Because of this it was considered inappropriate to control for an equal distribution of questions for each need, although previous studies have chosen to support this approach (e.g. Alderfer, 1966; Mitchell & Moudgill, 1976; Porter, 1961; Roberts *et al*, 1971; Herman & Hulin, 1973; Beer, 1966), perhaps because more information was available to conceptualise their samples' work motivation

Attempts were made at the outset to allow for a reliable measure of each need by designing a similar number of measures in need satisfaction and need importance that were specific to them, but some items did not load as predicted. The results therefore showed an uneven amount of measures for each need. Co-variance between a greater number of items showed increased support for the applicability of an individual need, but this tended to be at the detriment of measuring other needs. The research would have been strengthened if it had been possible to ensure an equitable measure of each need, but since new ground was being broken in measuring the motivation of these staff, this was not possible.

Now at this stage, one is able to do this. Using the items shown to reliably measure each need, one can re-establish control by validly developing others that will distribute the number of measures evenly across the needs. Using an equal number of items should then allow for a more accurate measurement of the nature of motivation.

This would also assist in the analysis adopted in the research to measure the process of motivation defined by Maslow, relating to the importance and satisfaction of needs (Research Question II). It was not always possible to measure the deprivation-domination and gratification-activation relationships between needs because not all needs emerged. Perhaps with an even number of measures for each there is greater likelihood that needs will emerge and so the relationship between each can be more precisely examined.

The constructs found in the research of safety, institutional safety, love and belongingness and esteem motivation also require validation in order to fully establish their appropriateness to the staff. Other tests of the constructs should be undertaken on the staff to ascertain their true relevance to the individual or whether their existence was merely a result of the research process. Measures have been developed that test several of the needs described by Maslow, but as shown in Chapter 2 there is no other all-encompassing approach to all types of motivation. Tests such as Coopersmith's (1967) self-esteem inventory; Shostrom's (1964) Personal Orientation Inventory; Jones and Crandell's (1986) short index of self-actualisation; and Sumerlin & Bundrick's (1996) Brief Index of Self-actualisation, should be run on the ancillary staff to further assess the applicability of these types of motivation to them and so help validate those found in the research. This procedure is essential for publicising the research.

## ***Future developments***

There are a number of ways in which the research could be developed and taken forward in the future.

- ❖ Further consideration of the process of motivation is recommended using a methodology that can capture this dynamic practice. A longitudinal investigation has been recommended throughout the research, as it is recognised that this could more accurately capture the dynamic relationship of motivation as it is an ever-changing process across minutes, days, weeks and years. The appropriateness of measuring the process through the level of satisfaction and importance of a need also requires investigation, as the support found was limited.
- ❖ An alternative model to Maslow's theory of human motivation should also be developed in the future because of the inaccuracies found in this research when applied to work motivation. A new model should incorporate safety including institutional safety, love and belongingness and esteem as well as a growth need (if this is found in further/ redeveloped tests) as these were found to be appropriate types of motivation. However it should also incorporate a more accurate process of motivation than the one described by Maslow, which would follow as the result of further work. The current research findings would tend to suggest that the needs are not hierarchically structured as there was no pattern in their importance or satisfaction, and instead they are on the same level and active at the same time. Further investigations will help identify a reliable description of the relationship between needs and therefore a more accurate model of human motivation.
- ❖ The research should also be applied to further groups of workers at the lowest levels of an organisation to evaluate the reliability of the research instrument and the nature of motivation identified for the public sector ancillary staff. Previous investigations of Maslow's model in workers higher up the organisational structure have shown them to be motivated by different aspects of and opportunities within the work role than those found in the ancillary staff. Repeating the research with a further group of low level workers would help establish any divide in the nature of work motivation for different

workers, which would have practical use in industry of where to 'pitch' motivation.

- ❖ The practical applications outlined in the research could also be developed further and measured for their effectiveness. The influence of improving communication with staff about their financial security, re-designing workers into teams and increasing customer contact can all be measured for their impact on safety, love and belongingness and esteem motivation over a period of time. Their appropriateness in improving motivation could be assessed by re-running the research after a number of months or using other evaluation methods that are not exposed to repeat bias.
- ❖ It was only possible to explore potential social influences on motivation within the constraints of the research, and so require additional consideration. Influences were apparent not only because one group of staff at a particular institution were significantly more satisfied with their job than others, but also because there were slight variances in the nature of staff's motivation according to their sector, work group and gender classifications. Further work is needed to fully understand the impact of management style and organisational culture on motivation as well as that of wider socialisation, ethnicity, gender and social class etc perhaps by running social desirability measures. Not only will this have repercussions on the style and culture adopted and developed at work, school or in the family to get the most out of people, but it will also provide telling signs of how motivation is developed. There is the age-old nature/ nurture debate for motivation where some argue it is determined by a human's genetic structure and others regard it as being purely driven by the environment. Maslow however professed that motivation was a combination of both nature/nurture where one is born with five motivational needs but the environment provides the opportunities for each to be satisfied. Even the slightest differences that were found between the staff's motivational structure in this research signal an environmental/ social influence on their motivation, and it is this that requires investigation. It would be of great practical use to understand the environmental and social influences on motivation in all areas of life, so they can be optimised for needs to be realised and improve growth potential.
- ❖ The final recommendation for future examinations has been emphasised throughout the research, in recognition of its confinement to the work setting.



An analysis of motivation in all life settings such as work, home, family, friends, would have greater accuracy as it would encompass all opportunities and scope for motivation that arise. It may have been the case in the current research that those needs not fully supported (physiological and self-actualisation) as motivational for the staff were not traditionally met in the ancillary work role, but in fact were met in their family and home life. A study of motivation at both work and home would therefore allow for more robust conclusions about the applicability of Maslow's needs and process to motivation.

## ***Personal development***

I began this investigation with a background in psychology and sociology that had introduced me to the theories of motivations and the desire to understand how people 'work'. My foundations were valuable to this study, but they had to expand rapidly over the course of the PhD to incorporate philosophical understanding, advanced statistical analysis, qualitative content analysis, writing skills and recognising the theoretical contribution of the study. As I entered the field of facilities management research the conceptual understandings that I had, needed to be moulded to the applied arena of the business world, where the emphasis changed from theoretical explanations to measuring performance against others, providing interpretations of these differences as well as providing practical methods for reducing them. My research skills and knowledge have become excitingly worthwhile and practicable, having a real influence on real people in their work lives and by focussing on motivation this will hopefully be an influence that is positive.

Undertaking this research has given me an in-depth knowledge on motivation, ancillary workers and the UK public sector and sparked an enormous interest in the field. This discovery will undoubtedly influence areas of research I will embark on in the future, alongside which my career will develop. I hope this study has not only sparked my interest, but also that of others in the field for further research into work motivation.

The most important proficiencies that endeavouring a Ph.D. has bestowed me with are those of perseverance, persistence and determination. Over a period of five and

a half years the appeal and attraction of this mammoth investigation has had its peaks and troughs, but with these important skills the troughs were overcome to lead to a sense of accomplishment. The research has motivated me at all levels, but perhaps most at the need for growth, becoming all one can become and self-fulfilment. Self-actualisation is of course ever-motivating though, so this will certainly be the first of many such experiences.

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Appendix 1

Research feedback events and delegates

Masterclass 2000

Meeting 28<sup>th</sup> January 2003

Sheffield Hallam University

AGENDA

9.15 - 9.30	Meet coffee/ tea	Arrive FMGC
9.30 - 11.00	Presentation by Mark Swales	Delivery of FM Services at Sheffield Hallam University
11.00 - 11.15	Tea/ Coffee	Break
11.15 - 12.00	John Flowers feedback visit to Spain Alcorcon & San Carlos Hospitals	Open discussion Spanish Hotel & Foundation Trust Status
12.00 - 13.00	Lunch	
13.30 - 15.00	Presentation by Louise Smith	PhD Thesis on Motivation and Support Workers
15.00 - 15.30	Coffee/ tea & closing debate Next meeting 8 <sup>th</sup> & 9 <sup>th</sup> April 2003	Conclusion Ideas for future meetings Joint meeting Dolphin Square Hotel London

Masterclass 2003

Tuesday 28 January 2003

Sheffield Hallam University

FMGC

Christine Burns, Facilities Director, Royal Group of Hospitals and Dental Hospitals & Maternity Hospitals Trust, Belfast.

John Flowers, Director of Facilities, Stockport NHS Trust.

Steve Goodchild, Director of Property & Medical Engineering, Gloucestershire Hospitals NHS Trust.

Steve Taylor, Director of Facilities, Southport & Ormskirk Hospital NHS Trust.

## Masterclass 2000

23<sup>rd</sup> October 2002

Sheffield Hallam University

### Agenda

9.00 - 9.15	Meet coffee/ tea	Arrive FMGC
9.15 - 10.00	Lynda Hinxman FMGC	FM training formal opportunities
10.00 - 10.45	Louise Smith FMGC	Phd thesis Motivation of support workers
10.45 - 11.00	Tea/ Coffee	Break
11.00 - 12.30	Peter Wearmouth NHS Estates	
12.30 - 13.30	Lunch	
13.30 - 14.15	Jayne Cooper Inventures	EFQM theory
14.15 - 15.00	Cliff Price	EFQM study
15.00 - 15.30	Coffee/ Future meetings	

Masterclass 2002  
Wednesday 23 October  
Sheffield Hallam University

FMGC

Paul Bond, Director of Estates & Facilities, North Cheshire Hospitals NHS Trust

Christine Burns, Facilities Director, Royal Group of Hospitals and Dental Hospitals & Maternity Hospitals Trust, Belfast.

Alan Connor, Facilitation Works

John Flowers, Director of Facilities, Stockport NHS Trust

Steve Goodchild, Director of Property & Medical Engineering, Gloucestershire Hospitals NHS Trust

Alan Grynyer, Senior Adviser, NHS Estates South West

Pauline Lewin, Assistant Director of Facilities, Hull & East Yorkshire Hospitals NHS Trust

Steve Taylor, Director of Facilities, Southport & Ormskirk Hospital NHS Trust

Please ask for John Flowers

Direct Line: (0161) 419 5180

Our Ref: JEF/MJB/

Department Fax: (0161) 419 5267/5315

18<sup>th</sup> February 2003

Louise Smith – Research Fellow  
The Facilities Management Graduate Centre  
Unit 7  
Science Park  
Sheffield  
S1 1WB

Dear Louise

**Re: Motivation and Support Workers – Presentation to NHS Masterclass 2000**


I would like to thank you, on behalf of my colleagues and personally for the extremely interesting and informative presentation you delivered, firstly in November 2002 and again more recently in January 2003.

The content of your initial presentation stimulated and whetted appetites, evident from requests that I received from colleagues, asking if I would organise a repeat event – sooner rather than later. Patently, your research is of real value to senior managers, particularly those who work within a facilities environment.

From discussions with colleagues it is clear that they and other practitioners are genuinely interested to learn more about the forces that promote and the forces that inhibit performance. Motivation is manifestly pivotal, and a phenomenon that we would all like to know more about. Your initial presentation and latterly the informal event provided an opportunity to gain an understanding about the processes at work, which influence people; people who ironically receive the least reward, but who arguably have the greatest potential to enact and impact our clients/customers.

Thank you for an energising, enlightening and edifying insight into the forces and mechanisms at work that influence and motivate our support staff.

Yours sincerely

  
John Flowers  
Director of Estates



**FACILITIES MANAGEMENT RESEARCH AND APPLICATION FORUM  
HIGHER AND FURTHER EDUCATION**

**STRATEGIC FM  
REVIEW OF YEAR 4 – PLANNING FOR YEAR 5**

**WORKSHOP 4/6 - 30 MARCH 2000  
IMPERIAL COLLEGE LONDON  
SIR ALEXANDER FLEMING BUILDING, ROOM G34**

9.30	Coffee and registration
10.00	Welcome
10.10	Introduction to the day
10.20	Maximising Workplace Productivity <i>Gill Hale</i>
11.10	Coffee
11.20	"A Gadfly in the Vice-Chancellor's Ear" <i>Mike Newell, Head of Resources, Oxford Brookes University</i>
12.05	Developing Strategic Partnerships <i>Clive Crawford, Director, Jarvis Projects</i>
12.45	Lunch
13.45	Report on Research Project C: Staff Motivation in Service Departments <i>Louise Smith, FMGC</i>
14.15	Report on Research Project B: Where to Study... – Understanding the Importance of the Physical Environment to Students and Parents in Making Location Decisions <i>Louise Smith &amp; If Price, FMGC</i>
14.40	Report on Research Project A: Towards Integrated Services Models of FM Delivery in HE Institutions <i>Fides Matzdorf</i>
14.55	Tea
15.05	Looking Back: Review of Year 4 <i>Fides Matzdorf &amp; If Price</i>
15.30	Looking Ahead: The Programme for Year 5 <i>Fides Matzdorf &amp; If Price</i>
16.00	Close



**FACILITIES MANAGEMENT RESEARCH AND APPLICATION FORUM  
HIGHER AND FURTHER EDUCATION**

**STRATEGIC FM  
REVIEW OF YEAR 4 – PLANNING FOR YEAR 5**

**WORKSHOP 4/6 - 30 MARCH 2000  
IMPERIAL COLLEGE LONDON  
SIR ALEXANDER FLEMING BUILDING, ROOM G34**

***Imperial College of Science, Technology & Medicine***

Brian Hill-Samuel

***Loughborough University***

Roy Hill, Estates Director  
Parviz Partow, Maintenance Manager

***Manchester Metropolitan University***

Tony Williams, Services Director

***University of Bradford***

Susan Robinson

***University of Leicester***

Simon Britton, Director of Estates and Buildings  
Richard Green, Head of Client Services

**FACILITIES MANAGEMENT RESEARCH AND APPLICATION FORUM  
HIGHER AND FURTHER EDUCATION**

**STAFF MOTIVATION IN SERVICE DEPARTMENTS**

**WORKSHOP 4/5 - 10 FEBRUARY 2000  
UNIVERSITY OF NORTHUMBRIA  
COACH LANE CAMPUS - CLINICAL SKILLS UNIT  
ROOM 13**

- |       |   |
|-------|---|
| 9.30  | Coffee and registration   |
| 10.00 | Welcome<br><i>David Chesser, Deputy Vice Chancellor (Resources)</i>   |
| 10.10 | Introduction to the day<br><i>Fides Matzdorf</i>  |
| 10.20 | 'Winning the Future' – and keeping people on board<br><i>Sylvia Cotton &amp; Stuart Ogden, Midland Mainline</i> |
| 11.10 | Coffee  |
| 11.20 | ... and what gets <i>you</i> out of bed in the morning?<br><i>Richard Allen, English Tourist Board</i>          |
| 12.05 | Update on Research Project B: Staff Motivation<br><i>Louise Smith, FMGC</i>                                     |
| 12.25 | Update on Topics for Year 5<br><i>Fides Matzdorf &amp; If Price, FMGC</i>                                       |
| 12.45 | Lunch   |
| 13.45 | What would <i>your</i> cleaners do for <i>you</i> ?<br><i>Pat McGrath, R.C.C.S., University of Sheffield</i>    |
| 14.30 | A way of life: informal learning and staff motivation (part 1)<br><i>Margaret Dale</i>                          |
| 15.00 | Tea   |
| 15.20 | A way of life: informal learning and staff motivation (part 2)<br><i>Margaret Dale</i>                          |
| 16.00 | Close   |

**FACILITIES MANAGEMENT RESEARCH AND APPLICATION FORUM  
HIGHER AND FURTHER EDUCATION**

***STAFF MOTIVATION IN SERVICE DEPARTMENTS***

**WORKSHOP 4/5 - 10 FEBRUARY 2000  
UNIVERSITY OF NORTHUMBRIA  
COACH LANE CAMPUS - CLINICAL SKILLS UNIT  
ROOM 13**

***De Montfort University***

Peter Wynn, Deputy Director of  
Facilities  
Brian China, Director of Facilities  
Stephen Robinson, Head of  
Recreational Facilities  
Ken Earp, Leicester Campus  
Manager

***Imperial College of Science,  
Technology & Medicine***

Richard Toy  
Nick Black

***Loughborough University***

Roy Hill, Estates Director  
Norman Elkington, Assistant  
Maintenance Engineer

***Manchester Metropolitan  
University***

Tony Williams, Services Director  
Catherine Anderson, Services  
Manager (Quality)

***University of Bradford***

Susan Robinson

***University of Durham***

Steve Johnson, Assistant Director  
(Facilities)

Gail Bulmer, Cleaning Manager  
Dawn Longstaff, Administrative  
Supervisor  
Nicola Owens, Cleaning Supervisor

***University of Leicester***

Richard Green, Head of Client  
Services  
Jim Shaw, Direct Services Manager

***University of Manchester***

Jeremy Hill, Area Manager  
Mike Begley, Area Manager  
Barry Chadwick, Area Manager

***University of Northumbria at  
Newcastle***

Sonia McMurchie, Admin & Services  
Manager  
Joyce Wylie  
Trevor Thirlow  
Alan Dryden  
Trevor Armer  
Karen Corjier

***University of Sunderland***

Ian Gray, Deputy Director of Estates  
Helen Tompkins Training Manager  
Frank Howett  
Pauline McCulley  
Lesley Lindo

**HEALTH SERVICE FACILITIES MANAGEMENT  
RESEARCH AND APPLICATION FORUM**

**YEAR 5 WORKSHOP 6  
8 JULY 1999**

**PARTNERSHIPS AND COLLABORATION IN PRACTICE  
& END OF YEAR REVIEW**

**AGENDA**

9.30 - 10.00	Coffee and Registration
10.00 - 10.10	Introduction to the day <i>Professor If Price, Co-Director, FMGC</i>
10.10 - 11.00	Principles of Partnership and Collaboration and feedback of Forum Partnership research <i>Professor If Price, Co-Director, FMGC</i>
11.00 - 11.30	Coffee
11.30 - 12.00	An Evaluation of Alternative NHS Catering Systems <i>John Clark, Senior Lecturer and Dr Joanne Hort, Sheffield Hallam University</i>
12.00 - 12.45	Common Purpose - Partnership within cities <i>Mark Swales, Facilities Directorate, Sheffield Hallam University</i> <i>Common Purpose Graduate</i>
12.45 - 1.45	Lunch
1.45 - 2.15	Report back on Space Utilisation research <i>David Rees, Research Fellow, FMGC</i>
2.15 - 2.45	Report back on Ancillary Staff Motivation research <i>Louise Smith, Research Associate, FMGC</i>
2.45 - 3.30	Looking ahead - Where now for Year 6? Discussion
3.30	Close and Tea

**HEALTH SERVICE FACILITIES MANAGEMENT  
RESEARCH AND APPLICATION FORUM  
8 JULY 1999**

**LIST OF DELEGATES**

**Airedale General Hospital**

Richard Fisher, Commercial Services  
Director

Chris Parsons, Director of Facilities  
Rob Cowell, Head of Estates  
Yvonne Watson

**Barnsley Community & Priority  
Services NHS Trust**

Kevin Howes, Director of Estates

**East Yorkshire Community Health  
Care**

Antony Goforth, Facilities Information  
Manager  
Steve Berry, Facilities Manager

**Bassetlaw NHS Trust**

M Tite, Deputy Hotel Services Manager

**Glenfield Hospital NHS Trust**

Ian Statham, Hotel Services Monitoring  
Manager

**Burnley Health Care NHS Trust**

Geoff Summers, Director of Facilities &  
Planning  
Maria Smyth, Hotel Services Manager

**Ipswich Hospital NHS Trust**

Steve Harrup, Director of Estates &  
Facilities

**Central Nottinghamshire Healthcare  
NHS Trust**

Alan Sands, Director of Estates &  
Facilities  
Helen Crompton, Assistant Director  
Patient Services

**Leicestershire & Rutland Healthcare  
NHS Trust**

Stan Clark, Acting Director of Facilities

**Central Sheffield University  
Hospitals NHS Trust**

Gillian Thirsk, Acting General Manager  
(Hotel Services)  
Emma Wilson, Catering Services  
Manager

**LifeSpan Healthcare NHS Trust**

Paul Froggatt, Hotel Services Manager  
Chris Francis, Facilities Manager  
Trevor Colcomb, CPU Manager

**Conwy & Denbighshire NHS Trust**

Chris Wilcock, Property Development  
Manager

**Northern General Hospital**

Kevin O'Regan, Director of Operations  
Peter Thursby, Assistant Director of  
Operations  
Roy Summers, Nutrition & Food  
Services Manager

**County Durham & Darlington  
Priority Services NHS Trust**

**North East Lincolnshire NHS Trust**

Phil Normanton, Estate Maintenance Manager

**North East Wales NHS Trust**

Harold Jones, Director of Estates and Facilities

**Pinderfields & Pontefract Hospitals NHS Trust**

Alan Cain, Support Services Manager  
Iain Brodie, General Manager – Support Services

**Royal Hull Hospitals & East Yorkshire Hospitals**

Pauline Lewin, Assistant Director of Facilities  
Pete Goodall, Property Manager  
Malcolm Tell, Strategic Procurement Manager

**Salford Royal Hospitals NHS Trust**

Beth Taylor, General Manager - Facilities  
John Kerrane, Deputy General Manager - Facilities  
Mark Lyons, Catering Manager

**Scarborough & North East Yorks Healthcare NHS Trust**

John Wane, Director of Facilities  
Martin Aveyard, Estates Officer

Sarah Roberts, Catering Manager

**Sheffield Children's Hospital NHS Trust**

Brian D Smith, Director of Healthcare Facilities  
Ann Owen, Support Services Manager

**South Durham Healthcare NHS Trust**

Alison McCree, Head of Hotel Services

**South Tyneside Healthcare NHS Trust**

S C Foster, Executive Director, Facilities

**Stockport Healthcare NHS Trust**

Andrew Proctor

**Wakefield & Pontefract Community Health NHS Trust**

Liz Walters, Facilities Manager

**West Suffolk Hospital NHS Trust**

Riva Knight, Catering Manager  
Mel Warren, Contracts Manager

## **FACILITIES MANAGEMENT GRADUATE CENTRE**

### **HEALTH SERVICE FM RESEARCH AND APPLICATION FORUM**

**Friday 3 July 1998**  
**Swallow Hotel, South Normanton**

### **SCENARIO PLANNING AND REVIEW OF YEAR 4**

#### **AGENDA**

9.30 - 10.00	Coffee and Registration
10.00 - 10.30	Introduction to Scenario Planning <i>Prof. If.Price, Deputy Director Research - FMGC</i>
10.30 - 13.00	Interactive Workshop on the Future of Facilities Managers in the NHS <i>If Price/ Fides Matzdorf, FMGC</i>
	TEA/COFFEE BREAK FOR 30 MINS AT 11.00
13.00 - 14.00	LUNCH
1400 - 1500	Feedback on Year 4 Research Projects
	Effective Use of Space in the NHS <i>David Rees, Research Fellow, FMGC</i>
	An Evaluation of Programmes for Staff Motivation <i>Louise Smith, Research Associate, FMGC</i>
	Service Level Agreements Indicators and Measures <i>David Rees, Research Fellow, FMGC</i>
1500 - 1515	TEA/COFFEE
1515 - 1600	Using Key Issues from morning session to look ahead to the forthcoming year <i>David Rees/ If Price</i>
1600	Close

## **FACILITIES MANAGEMENT GRADUATE CENTRE**

### **HEALTH SERVICE FM RESEARCH AND APPLICATION FORUM**

**Friday 3 July 1998**  
**Swallow Hotel, South Normanton**

#### **LIST OF DELEGATES**

**Burnley Healthcare NHS Trust**

Alistair Baldocke, Technical Services  
Officer

**Central Manchester Healthcare  
NHS Trust**

John Wood, Head of Facilities  
Duncan Brierley, Deputy Head of  
Facilities

**Central Sheffield University  
Hospitals**

Keith Lilley, Commercial Manager

**Chesterfield & North Derbyshire  
Hospitals NHS Trust**

Andrew Jones, General Manager -  
Central Services

**Clwydian Community Care NHS  
Trust**

Harold Jones, Director of Estates and  
Facilities

**Dewsbury District Hospital**

Lynda Redfern, Domestic Services  
Manager

John Byrne, Portering Services  
Manager

**East Yorkshire Community  
Healthcare**

Tony Goforth, Facilities Information  
Manager

**Fosse Health NHS Trust**

Stan Clark, Director of Estates and  
Facilities

Martin Dayman, Trust Facilities  
Manager

Mr J Hill, Estates Manager  
Operational Services

**Huddersfield NHS Trust**

Gary Ashton, Trust Support Services  
Manager

**Nottingham Healthcare NHS Trust**

Tina Gregory, Property Manager

**Oxford Radcliffe Hospital NHS  
Trust**

Trevor Payne, Estates and Facilities  
Manager

**Pinderfields Hospitals NHS Trust**

Alan Cain, Support Services Manager  
Iain Brodie, Estates Manager

**Royal Hull Hospitals Trust**

Malcolm Tell, Facilities Business  
Manager

**Scarborough & NE Yorks  
Healthcare NHS Trust**

John Wane, Director of Facilities  
Terry Oulton, Assistant Director of  
Facilities (Technical Services)  
Ken Eddon, Assistant Director of  
Facilities (Supplies)

**United Leeds Teaching Hospitals  
NHS Trust**

Andy Proud, Property Director  
Tony Harris, Operational Services  
Director  
Lesley Davies, Director - PSS



**Wakefield & Pontefract  
Community Health**  
Liz Walters, Facilities Manager

**York District Hospital**  
Arthur Walker, Advisory Services  
Manager  
Andy Brown, Trust Estates Manager

**FACILITIES MANAGEMENT RESEARCH AND APPLICATION FORUM  
HIGHER AND FURTHER EDUCATION**

**EMPLOYMENT AND STAFFING ISSUES**

**WORKSHOP 26 NOVEMBER 1998  
LIVERPOOL JOHN MOORES UNIVERSITY**

9.15 Coffee and registration

9.40 Introduction  
*If Price, FMGC*

**Part I: Staffing issues**

9.45 Guest speaker: Universities' environmental responsibility  
and its implications for FM  
*Peter Toyne, Vice Chancellor, Liverpool John Moores University*

Mini case studies and presentations:  
10.20 Staff motivation – *Louise Smith, FMGC*  
10.35 Dealing with sickness – *Sue Robinson, University of Bradford*

10.50 Coffee

Mini case studies and presentations (cont.):  
11.00 The student workforce – *Sue Robinson, University of Bradford*  
11.25 Outsourcing vs direct labour – *John Housley, University of Durham*  
11.50 The ageing workforce – does the institutional approach stifle the  
entrepreneur?  
*Roy Hill, Loughborough University*

12.00 Discussion: Staffing - policy and practice

13.00 Lunch

**Part II: Employment issues**

13.50 Guest speaker: Legal and contract issues  
*Paul Ridout & Philip Bramhall, Dibb Lupton Alsop*

14.20 Guest speaker: A new partnership? Universities and trade unions  
*Alan Manning, TUC*

Mini case studies and presentations:  
14.50 Early retirement and redundancy  
*Wayne Shields, Liverpool John Moores University*  
15.00 The effect of short-term contracts on the recruitment of manual staff  
*David Clews, Loughborough University*  
15.10 The Disability Discrimination Act – how Loughborough approached its  
staff  
*Roy Hill, Loughborough University*

15.20 Tea & discussion

16.15 Close

**Facilities Management Research & Application Forum  
Higher & Further Education  
Workshop 2/3 - 26 November 1998  
*Motivation, Productivity and Satisfaction in Service  
Organisations*  
Council Chamber, Whitworth Hall, University of  
Manchester**

**List of Attendees**

Imperial College

Mary Segovia, Deptl.  
Administrator  
Ken Weir, Chief Security Officer

Liverpool John Moores University

Wayne Shields, Head of  
Operational Svcs

Loughborough University

Roy Hill, Director of Estates  
David Clews  
Norman Elkington

Roehampton Institute London

Ray Gregory  
John Avery

University of Bradford

Susan Robinson, Ancillary  
Services Mgr  
Peter Walker, Maintce Works  
Mgr

University of Durham

John Housley, Deputy Director  
of Est

University of East Anglia

Richard Goodall, Director of Est  
& Bldgs  
Michael Stamford, Campus Svcs  
Manager

University of Leicester

Simon Britton, Director of  
Estates & Buildings

Richard Green, Head of Client  
Services  
Jim Shaw, Direct Svcs Manager

University of Manchester

John Duffy  
Jeremy Hill

University of Manchester Institute of  
Science & Technology

Mike Stacey, Area Engineer, Est  
Dept  
J Makin  
D Turner

University of Sunderland

Ian Gray

University of Wales Swansea

Ian Macpherson  
Kathy Gimlet

GUEST SPEAKERS:

Dr Carole Thornley (University  
of Keele)  
Margaret Dale

FMGC:

Dr If Price  
Fides Matzdorf  
Helen Agahi  
Liz Clark  
Louise Smith

## Appendix 2

### Humanistic Psychology: The Wider Field

Within this appendix consideration will be given to other theories of personality in the humanistic psychology field, including the basis for the selection of Maslow's theory of human motivation in how each theory can be encompassed by the chosen explanation. The specific theories that have been selected were chosen on the basis of relevance to Maslow's rationale in their comparability to the explanation and so having something to offer this investigation. Although other stances on motivation such as social constructivist and behaviourist could have been further considered at this point, their value to the research are thought to be limited. It is of greater value therefore to look at the wider field from which the explanation under investigation originates.

### Adler's Individual Psychology (1927)

Adler argued that our actions are guided by our underlying attitudes towards life and

*"that current behaviour is directed towards future goals. People have a purpose in life - to attain perfection - and are motivated to strive toward attainment of this ideal." (Ryckman, 2000, p. 119)*

This is a common theme in theories of personality, that there is an ultimate goal that people strive to satisfy in their attitudes and behaviour. Maslow termed this self-actualisation, where people strive to become all they can become.

For Adler, the individual's ultimate goals that they formulate can lead them down a constructive or destructive path. The constructive path leads people to be co-operative, good willed and act in the social interest. The only way that people can achieve their ultimate goals on this path is to contribute towards the welfare of

others. This could be classified as the love and belongingness need classification of Maslow's need hierarchy for human motivation, which people must pass through in order to achieve the ultimate goals of self-actualisation.

It was essential according to Adler, to study human motivation in the social context, as social problems and values have a major influence. This is also similar to Maslow who acknowledged the influence of the environment in providing the scope for motivation. People need to act toward the social interest which, according to Adler, is to form a community. He presumes that the potential for social interest is innate. To achieve a community people need to strive for others' goals which implies a sense of respect and consideration for all human beings. This can again be seen as Maslow's love and belongingness need, and respect for others could appeal to esteem needs.

Adler described four main lifestyles as the ways in which people pursue their goals. These lifestyles emerge as reactions to people's perceived or actual inferiority and as such reflect their type of personality. Heredity, environment, consciousness and unconsciousness all contribute to personality development. The first type of lifestyle he identified is the *ruling type* where individuals lack social interest and courage. They strive for personal superiority and as such exploit and harm others. The *getting type* is the second lifestyle and they make little effort to solve their own problems and are relatively passive. They rely on others to take care of them. The next lifestyle is the *avoiding type* who cannot solve crises as they lack the confidence. The final lifestyle is the *social useful type* who treat each other with respects and consideration, are not conflicting or aggressive when handling problems. They have courage to face problems and use this to solve them.

The lifestyles are difficult to interpret in terms of Maslow's theory because he focussed on healthy development towards an ultimate goal, and so does not fit into the negative lifestyles prescribed by Adler. Additionally Maslow did not consider the routes people would take in motivation as he recognised the uniqueness of experiences that individuals have.

The basic dynamic force for all human activity is the striving from a feeling of inferiority to superiority (or perfection). Inferiority feelings are the source of all human motivation, and any attempt to progress, grow or develop is to overcome these

inferiorities. This striving for perfection and superiority is innate. This main premise of Adler's theory is similar to Maslow's process of motivation described through the deprivation-domination proposition. When a need is deprived or in a negative state (or feelings of inferiority are dominant) then it directs behaviour for its satisfaction (overcome inferiority to achieve superiority).

Maslow in fact studied under Adler and gave him credit for having influenced his thinking (Daniels, 2001), but Maslow went on to develop a more comprehensive and holistic view of human motivation. One that applied to the majority of humankind with healthy development compared to the slight negative focus of Adler's theory of motivation and lifestyles to achieve this. Adler's theory shared some of the criticisms that Maslow also faced with poorly defined concepts and little empirical support, but he was praised for persisting with radical individuality. Adler can be viewed as similar to Maslow in recognising differences between people in their endeavour toward ultimate personal development.

## **Carl Rogers' Person-Centred Theory (1961)**

The main driving force of motivation according to Rogers is the self-actualising tendency. An innate source of motivation which he described as

*"an active, controlling drive toward fulfilment of our potentials that enables us to maintain and enhance ourselves."*

(Ryckman, 2000, p. 119)

This is of course similar to Maslow's ultimate human need, but as leaders of the Humanistic Psychology school of thought they both consider that people are intrinsically good and naturally seek opportunities for growth.

Motivation is based on subjective reality for Rogers rather than external, objective reality. The inner experience of the individual includes conscious and unconscious reality, which healthy people can express and symbolise through motivation. Rogers outlined the *organismic valuing process* when individuals make judgements from their own experiences, opinions of others and their own judgements about personal growth

and development. Judgements are not static, they change over time following experiences. The tendency for self-actualisation has a biological and psychological basis which influences the judgements that people make. The biological aspects are drives for basic survival for food, water and air. The psychological aspects are driven by the need to become a more worthwhile human being. The environment or society has to act in an encouraging way for the valuing process and self-actualisation to be realised. Faulty socialisation practices can lead to fear, ignorance and defensiveness (Ryckman, 2000, p. 463). These details of motivation are once again similar to Maslow's own theory of human motivation. He supported the notion of biological driven motivation through the physiological and safety needs, and psychological motivation through love and belongingness, esteem and finally self actualisation needs. Maslow also supported the need for the environment to provide the scope for needs to be recognised and motivation to prosper.

If the valuing process is used fully, individuals will inevitably experience personal growth and move toward realising their potentials. The individual is a *fully functioning person* when their potentials have been realised. Rogers outlined several characteristics of the fully functioning person. They are open to experience in that they are non-defensive and open to all their feelings. They are characterised by existential living that is they take experiences as they occur rather than impose preconceived meanings on them. They are open and flexible to new experiences. They make their own choices and do what they feel is right, and because they are open to new experiences they are creative and willing to take risks. The fully functioning person lives a richer life than others, one that is challenging, exciting, meaningful and rewarding. The characteristics outlined by Rogers are similar to those described by Maslow for self-actualised individuals, who are problem-focussed, confident in their experiences and appreciate personal growth. But since both are from the school of Humanistic Psychology, the ultimate development must be personal growth. Both also consider the highest motivation as a process rather than a state of being and a direction rather than a destination. Motivation for this highest development is continuous not an end point.

Rogers proposes that individuals develop a *social self* in their development; a set of unique characteristics formed through contact with others. Through interaction with significant persons in our environment (such as parents, family, teachers, friends),

the concept of the self develops and encompasses the evaluations we feel others make of us. Rather than forming the self through what the individual feels, it is formed from what others' think. Rogers' argued that individuals have a positive regard for the opinions of others, and when we satisfy the needs of others we also satisfy our own need for positive regard. This then links to the actualising tendency as people base our personal growth and development on their conscious opinions of themselves. This is similar to Maslow's love and belongingness need in the fashion that people are motivated to belong and be accepted by significant others, but also by esteem needs in the regard received from others which in turn impacts on individual's own self-esteem. Both needs are social as they rely on interaction with others in order for them to form.

Rogers' theory was based on his client therapy and personality assessments that he performed. His therapy was person centred in that it was based on the feelings and judgements that clients made of themselves and others. This methodology can be criticised on several grounds. Firstly the theory can only be based on information that clients were willing to disclose and feelings and experiences that they could articulate to the therapist. Secondly, to rely of clients' subjective interpretations of events and opinions as valid information is dubious, as is the validity of the information disclosed that may have been distorted to gain approval from the therapist. As a theory of human motivation though it would be unethical not to consult and base theories on the experiences and judgements of people but undertaken in a rigorous way. Perhaps a triangulation of methodologies would be more favourable and provide a more rounded and robust view of individual's motivations. Thirdly the person-centred theory has also been criticised for its limited use of concepts to explain a complex process (Ryckman, 2000, p 482). The concept of the actualising tendency is the only motive force in the theory. There are therefore only two extremes of personality in Rogers' theory - self-actualised or maladjusted, with little in between. These extreme characterisations may be the result of the personality theory being secondary to the theory of therapy which concerns itself with fullest functioning and maladjustment. For a humanist approach only two types of personality is insufficient. Maslow's theory uses more concepts and gives a more complex and holistic approach to motivation.



The field of personality psychology seeks to explain why people act as they do and why some act differently to others in the same or different situations. Only a couple of theories have been considered at this stage, but those that have are in the field of humanistic psychology so meaningful comparisons can be made with Maslow's theory. A theme that is common to these theories is the notion of personal growth that people are motivated to realise their potentials and seek achievements. For Maslow this is termed self-actualisation, for Adler this is superiority and for Rogers' this is also actualisation. The comparison with Maslow's theory comes in the description of the process to achieve personal growth. For Adler only two extremes of motivation are detailed, one has either achieved personal growth or is seeking it. Maslow however provides a much more detailed process to achieve this with the four deficiency needs, making the theory a far more manageable and testable explanation for human motivation.

The social and cultural influences on motivation have also been encompassed by Adler's and Rogers' humanistic theories as did Maslow. The influences can be likened to those needs described by Maslow that rely on social interaction. The love and belongingness need can be compared with Adler's social interest and Rogers' social self, where all have a need to be included and accepted in the social group for successful personal growth. The social needs can also be likened to Maslow's esteem need, where people attain esteem from others' evaluation of them and then the individual's self-esteem from assisting others.

Adler, Rogers and Maslow's propositions share the view that the motivational structure is innate and all consider conscious and unconscious experiences to influence motivation. They also all accepted the biological drives of motivation which for Maslow were physiological and safety needs; for Rogers' the actualising tendency had a biological base; as did the superiority drive described by Adler. Despite these similarities not all the theories could be applied to the current investigation of ancillary staff in the public sector work place and so increased the appropriateness of Maslow's model over the others.

## **Appendix 3**

### **Questionnaire Methodology**

Questionnaires were considered an appropriate tool for the research for many reasons. The methodology is quick and easy to administer which was most suitable for the type of sample involved and the commissioning clients as the technique had to reach all 25 NHS Trusts in a limited time scale. The self-administered questionnaire also allows for sample variety and sizes to be met within the time scale and adheres to the research's cost constraints. By using this methodology respondents could be reached who were situated at widely dispersed geographical locations.

As pointed out by Hague (1993) questionnaires are a standardised method of asking questions making it an ideal method for comparing participants' responses and an efficient way to collect data. Because the responses are received in the same format, a scoring system can be applied throughout the obtained data which improves reliability through internal consistency. There is also a low cost associated with questionnaires in terms of data collection and processing, which was most befitting for this investigation because there was still a small budget despite being sponsored. Questionnaires also avoid interviewer biases as the interviewer is not present when the opinions are expressed and participants are not pressed or prompted on issues that are of particular interest to the interviewer that could subsequently distort the results. Participants are able to place their own interpretation on the questions, and respond appropriately (Oppenheim, 1992, p. 102).

This method is also more time efficient than other methods such as interviews as they require brief responses which makes them more appealing to respondents, and data collection can occur at the same time from all populations, which in this case is throughout all 25 NHS Trusts. Fisher and Lerner (1994) suggest an advantage of questionnaire is their discretion. They can uncover information on behaviour that might not be publicly observable. People are able to express their feelings and emotions through the anonymity of questionnaires, as opposed to other methods of data gathering such as observation and interviews (p. 318). For this present study,

gathering attitudes to work in the workplace can be a delicate operation and the questionnaire permitted anonymity and hopefully more honest responses.

Questionnaires do have limitations. Berk (1994) questioned their accuracy since respondents may not report information correctly, but this can be considered a danger for any form of research methodology where participants can lie in interviews or act differently when being observed. She also recommends that questionnaires do not yield the same depth of information as other methods of data collection, such as an interview, but questionnaires can still cover an issue in-depth through the inclusion of additional questions. The analysis is also accommodating due to the structured nature of the responses (p. 46).

Because the researcher is not present when questionnaires are being completed, there is no opportunity for them to correct misunderstandings, probe, offer explanations or help respondents. Questions are therefore open to misinterpretation, which may lead to invalid data. The aim of piloting questionnaires however is to limit this level of misinterpretation. Through experimenting with question wording, instructions for completion and the layout of the questionnaire, the scope for misinterpretation should be reduced.

Haralambos and Holborn (1990) argue that questionnaires can be constricting in testing theories as researchers assume that they know the necessary items to test a theory in the design of their questionnaire. There is little flexibility to allow for theory testing, but by using a number of methodologies which is the case for the current investigation, this weakness can be overcome. Also with questionnaires respondents cannot provide information that is not requested, and cannot answer questions that are not asked of them so researchers cannot develop hypotheses during the course of the research and are limited therefore to testing the theories they are already examining (p. 733). But a staged approach to research is advised for testing any theory or checking the fit of any model, so the data gathering can be adapted according to interim findings.

Fisher and Lerner (1994) have also argued against the questionnaire as a data gathering method. They purport that the technique shows a lack of sensitivity to the respondent as it is a crude way in which to collect information from people, and they

argue their responses will be impeded by this (p. 318). However it is a good way to address sensitive or taboo topics where anonymity is guaranteed which is particularly appropriate for the current research gathering personal opinions of work and motivation in the workplace.

Oppenheim (1992) has argued that there is a low response rate with self-administered questionnaires, consequently placing biases in the data towards a particular type of respondent (p. 102). However with the nature of this research being commissioned by managers, there was an incentive for them to ensure the questionnaires were at least distributed and collected appropriately, without forcing completion.

The validity of questionnaires and in particular postal questionnaires, has been questioned by Haralambos and Holborn (1990). Due to the distance maintained between the researcher and participants the researcher becomes an outsider looking in on the social world of the participant. They apply a designated framework on the participants and become an alien to their social world. From the positivist stance this is objectivity, but to the phenomenologist this threatens comprehension of meanings and motives applied to the situation by the participants (p. 734). To overcome this disadvantage, once again questionnaires can be used in conjunction with other research methods that allow the researcher into the social world e.g. focus groups and interviews. As with this piece of research, by using quantitative with qualitative methodologies it allows the validity of respondents and their views to be further examined.

On theoretical grounds however, quantitative data from questionnaires can be analysed more 'scientifically' and objectively than qualitative data. In this sense, the data can be regarded as more reliable, since

*"each individual respondent answers precisely the same questions in the same order, they are all responding to the same stimuli. Any differences in responses should, in theory, reflect real differences between respondents"* (Haralambos & Holborn, 1990, p. 731).

Appendix 4

Pilot Questionnaire

Sheffield Hallam University - Unit for Facilities Management Research  
Health Services Facilities Management Research and Application Forum  
Portering Survey

This questionnaire asks for your views about your job in the portering service at your hospital.

This information is being gathered as part of a portering service research project being conducted by Sheffield Hallam University and the information gathered will help managers improve the quality of the service.

Please answer the questions by putting a tick in the most appropriate box. (✓)  
All the information you provide will be treated confidentially.

ABOUT YOU:

1. Male ☐ 16-30 ☐
- Female ☐ 31-50 ☐
- 51-65 ☐

2. Which hospital do you work at?

3. How long have you worked at this hospital?

- Less than 6 months ☐
- 6 - 12 months ☐
- 1 - 2 years ☐
- 2 - 5 years ☐
- 5 - 10 years ☐
- More than 10 years ☐

**ABOUT YOUR JOB:**

**4. What tasks do you perform in your job?**

**5. How satisfied do you feel about the variety of tasks in your job?**

- Very satisfied☐
- Satisfied☐
- Neither Satisfied nor Dissatisfied☐
- Dissatisfied☐
- Very Dissatisfied☐

**6. Which statement most applies to how you feel about your job?**

- "I wouldn't alter my job."☐
- "I would prefer more variety in the tasks I perform."☐
- "I would prefer less variety in the tasks I perform."☐

**7. Do you feel that the amount of tasks which you perform throughout your shifts are:**

- Too much☐
- About right☐
- Too few☐

**8. If an urgent task arises for you to perform, are you able to assist?**

- Always able to assist☐
- Sometimes able to assist☐
- Never able to assist☐

**9. Which statement most applies to the amount of influence which you have over the tasks which you perform in your job?**

- "I am provided with a programme of tasks to perform ."

☐
- "There is no particular order in which I have to perform tasks."

☐
- "I am able to choose which tasks I perform."

☐

**10. What training and qualifications have you received for your job?**

**11. Are you provided with the opportunity to gain further training and qualifications in your job?**

- Yes

☐
- No

☐ (Go on to question 13)
- Don't Know

☐

**12. If so what is this training?**

**13. Have you ever sustained any type of injury through your job?**

- Yes

☐
- No

☐ (Go on to question 17)

**14. If yes, what were these injuries?**

**15. Have you ever had any absences from work due to injuries sustained at work?**

Yes ☐

No ☐

**16. If yes, how long were you absent from work?**

**17. Who is your supervisor (e.g. Head Porter, Ward Sister)?**

**18. If you had a problem, personal or otherwise, how comfortable would you feel about bringing this to the attention of whoever you report to?**

Very comfortable ☐

Comfortable ☐

A bit awkward ☐

**19. Would you agree with the following statements? Please tick the most appropriate box for each statement.**

	Always	Usually	Sometimes	Never
"I am always kept up-to-date with relevant matters by my supervisor"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I have regular contact with my supervisor"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I feel valued by my supervisor"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I feel respected by my supervisor"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I feel part of a portering team"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**GENERAL OPINION:**

**20. Overall, do you enjoy the tasks you perform in your job?**

Yes ☐

No ☐

**21. Do you ever feel uptight, stressed or frustrated with your job?**

Always ☐

On most occasions ☐

Rarely ☐

Never ☐ \ Go on to question 23

**22. If so, what causes you to feel like this?**

**23. How did you find the questionnaire...**

Clear ☐

Fairly Clear ☐

Neither Clear nor Unclear ☐

Fairly Unclear ☐

Impossible ☐

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS  
QUESTIONNAIRE**

**Appendix 5**

**Main Questionnaire**



FACILITIES MANAGEMENT GRADUATE CENTRE  
HEALTH SERVICE FACILITIES MANAGEMENT RESEARCH &  
APPLICATION FORUM

JOB SATISFACTION

This questionnaire asks for your views on the level of job satisfaction you experience at your Trust. The questions ask for you views on the management, supervision and communication techniques of your Trust and your satisfaction with pay, job security and variety.

This information is being gathered as part of a job satisfaction research project being undertaken by Sheffield Hallam University and the information will help managers improve the quality of their service.

Please answer the questions by putting a cross in the most appropriate box ☒

*Please note there is no need to put your name on the questionnaire, so all the information you provide will be treated confidentially.*

Section1 – About You

Q1 Are you:

Male ☐

Female ☐

Q2 How old are you?

16 – 30 yrs ☐

31 – 50 yrs ☐

51 – 65 yrs ☐

Q3 Which Hospital do you work at?

Q4 What is you Job Title?

**Q5    How long have you worked at the Hospital?**

Less than 1 year	<input type="checkbox"/>	11 – 15 years	<input type="checkbox"/>
1 – 2 years	<input type="checkbox"/>	16 – 20 years	<input type="checkbox"/>
3 – 5 years	<input type="checkbox"/>	More than 20 years	<input type="checkbox"/>
6 – 10 years	<input type="checkbox"/>		

**Q6    Are you a part-time or a full-time worker?**

Part-time	<input type="checkbox"/>	Full-time	<input type="checkbox"/>
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**Q7    Is your contract of employment:**

Permanent	<input type="checkbox"/>	Temporary	<input type="checkbox"/>
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If temporary, what is the length of your contract?

**Q8    What is your basic hourly rate of pay?**

Less than £3.00	<input type="checkbox"/>	£4.01 - £4.25	<input type="checkbox"/>	£5.01 - £5.25	<input type="checkbox"/>
£3.00 - £3.50	<input type="checkbox"/>	£4.26 - £4.50	<input type="checkbox"/>	£5.26 - £5.50	<input type="checkbox"/>
£3.51 - £3.75	<input type="checkbox"/>	£4.51 - £4.75	<input type="checkbox"/>	£5.51 - £6.00	<input type="checkbox"/>
£3.76 - £4.00	<input type="checkbox"/>	£4.76 - £5.00	<input type="checkbox"/>	£6.01 - £6.50	<input type="checkbox"/>
				More than £6.51	<input type="checkbox"/>

**Q9    Are you the main breadwinner of your households income?**

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Equal	<input type="checkbox"/>
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**Q10    Are you a member of a Trade Union?**

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If Yes, which Union?

**Q11 Do you agree that Trade Union membership is important for the Catering<sup>1</sup> Service in the NHS?**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 2 – Job Content**

**Q12 From the list below, please indicate 3 aspects of your job which you like most?**

Rate of pay	<input type="checkbox"/>	Level of promotional prospects	<input type="checkbox"/>
Management style	<input type="checkbox"/>	Job variety	<input type="checkbox"/>
Relationship with co-workers	<input type="checkbox"/>	Hours of work	<input type="checkbox"/>
Patient contact	<input type="checkbox"/>	Training opportunities	<input type="checkbox"/>

**OR**

There are **no** aspects of my job which I like ☐

**Q13 From the list below, please indicate 3 aspects of your job which you dislike most?**

Rate of pay	<input type="checkbox"/>	Level of promotional prospects	<input type="checkbox"/>
Management style	<input type="checkbox"/>	Job variety	<input type="checkbox"/>
Relationship with co-workers	<input type="checkbox"/>	Hours of work	<input type="checkbox"/>
Patient contact	<input type="checkbox"/>	Training opportunities	<input type="checkbox"/>

**OR**

There are **no** aspects of my job which I dislike ☐

<sup>1</sup> replaced throughout with Domestic and Portering for the staffs' respective questionnaires

**Q14    How important to you are: Please mark one box per row**

	very important	quite import ant	neither imp. nor unimp.	not very importa nt	not important at all	not applicable
a. Good rate of pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Good bonus scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Good relationship with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pride in service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Opportunities for multi-skilling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Good training opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Overtime opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Good management style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Good Pension scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Number of days Annual Leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Good promotional prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Friendly atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Contact with patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Contact with Nurses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Contact with Doctors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Contact with supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Contact with supervisor's boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Job variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Union representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q15    Do you feel that the variety of tasks in your job is:**

Too many ☐      About right ☐      Too few ☐

**Q16    If you were given the choice, would you prefer to work the hours 9am – 5pm, or shift work?**

9am – 5pm ☐      Shift work ☐      Uncertain ☐

**Q17    How satisfied are you with your basic hourly rate of pay?**

Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Strongly dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q18    How safe do you feel in your job from being made redundant?**

Very safe	Safe	Neither safe nor unsafe	Unsafe	Very unsafe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q19    How satisfied are you in your job?**

Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Strongly dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 3 – Staff Development**

**Q20    What training opportunities are open to you?**

**OR**

Don't know of any training opportunities

☐ *Go to question 22*

**Q21    Would you agree that these training opportunities are worthwhile?**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q22    What would you say your chances are of promotion in your department?**

Very good	Good	Neither good nor bad	Fairly slim	None at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q23** What schemes are available at your Trust which address any suggestions which Catering Staff may have about the service?

**OR**

Don't know of any such schemes

*Go to question 26*

**Q24** Have you been personally involved in any of these schemes?

Yes

No

**Q25** How effective would you say these schemes have been in addressing Catering Service issues? *Please mark one box only*

Very effective

Effective

Neither effective nor ineffective

Ineffective

Not effective at all

**Section 4 – Management Relations**

**Q26** Do you feel that you are kept informed about relevant events by the managers and supervisors?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q27** How is information from Managers and Supervisors communicated to you?

Team meetings

Newsletter

Noticeboard

*Other, please specify*

**Q28** Do you regard your Catering Service Manager to be a member of the Management team or a member of the Catering team?

Management Team

Both

Catering Team

Neither



**Q29** Please choose from the list below three terms to describe the style of management for the Catering Service at your Trust.

Friendly	<input type="checkbox"/>	Professional	<input type="checkbox"/>	Trustworthy	<input type="checkbox"/>
Reliable	<input type="checkbox"/>	Opposing	<input type="checkbox"/>	Participative	<input type="checkbox"/>
Honest	<input type="checkbox"/>	Involved	<input type="checkbox"/>	Strict	<input type="checkbox"/>
Approachable	<input type="checkbox"/>	Warm	<input type="checkbox"/>	Remote	<input type="checkbox"/>
Communicative	<input type="checkbox"/>	Disagreeable	<input type="checkbox"/>	Systematic	<input type="checkbox"/>

**Q30** Overall, how would you rate your relations with your immediate manager?

Excellent	Good	Neither good nor bad	Poor	Terrible
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q31** In general, how much do you trust the Catering Service management?

Very much	Quite a lot	Neither trust nor distrust	A little	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q32** What improvements would you like to see made to the Catering Service?

**OR**

No improvements are needed

☐

**Q33** Would you agree that when you or other Catering Staff make suggestions to the Catering Service Managers and Supervisors about improvements to the Service, they are followed up?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q34 Overall, how effective do you feel the Trust's system for resolving any problems which catering Staff have at work is? Please mark one box only**

Very effective	Effective	Neither effective nor ineffective	Ineffective	Not effective at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q35 How controlled do you feel by your supervisor in your work? Please mark one box only**

Very controlled	Controlled	Neither controlled nor uncontrolled	Uncontrolled	Not controlled at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q36 How satisfied do you feel about this control?**

Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Strongly dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 5 – Co-Worker Relations**

**Q37 Working for the Catering Service, do you agree that you feel part of the team?**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q38 How important do you feel that good relations with the other Catering staff are, for the smooth running of the Catering Service?**

Essential	Important	Neither important nor unimportant	Unimportant	Not important at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q39 Do you agree that you play an equal role in the functioning of the Catering Service as other Catering Staff play?**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q40 Who do you regard as being your co-workers?**

Catering Staff	<input type="checkbox"/>	Ward Staff	<input type="checkbox"/>	Department Staff	<input type="checkbox"/>
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**Q41** How would you rate your relations with your Trade Union representative? Please mark one box only

Excellent	Good	Neither good nor bad	Poor	Terrible
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 6 – In General**

**Q42** On an average day, which of the statements below best describes how you feel about going to work?

Look forward to it	<input type="checkbox"/>
Not bothered	<input type="checkbox"/>
Wish you didn't have to go	<input type="checkbox"/>

**Q43** If you won a large sum of money would you continue with your job?

Definitely yes	Yes	Uncertain	No	Definitely not
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q44** How happy are you with your physical working environment? (e.g. hospital layout, decoration etc).

Very happy	Happy	Neither happy nor unhappy	Unhappy	Not happy at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q45** Please give three reasons why you work:

1.	<input type="text"/>
2.	<input type="text"/>
3.	<input type="text"/>

**Q46** Do you have any general comments about the Catering Service?

<input type="text"/>
----------------------

**Q47    How did you find the questionnaire?**

- Clear
- Fairly clear
- Neither clear nor unclear
- Fairly unclear
- Impossible


**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE**

## Appendix 6

### Data Assumptions for Factor Analysis

There are several assumptions that need to be met before factor analysis can be applied that confirms the appropriateness of the data for the statistic.

Firstly the test is parametric which means "*calculation involves an estimate of population parameters made on the basis on simple statistics*" (Coolican, 1994, p. 279) so ranked or summative data is not appropriate. The test uses the raw data so it has to be at least interval. Although ordinal data of need satisfaction has been gathered, the scoring applied to the responses (which were of equal intervals) transforms the data to interval, making the parametric test appropriate.

A further assumption of both parametric tests and thus factor analysis is that the sample data is drawn from a normally distributed population. Graphical analyses of normality were performed on all the variables using normal probability plots. This plot compares the cumulative distribution of the actual data (plotted variables) with the cumulative distribution of a normal distribution (straight diagonal line) and if the plots closely follow the diagonal line the distribution is normal. The plot for the trade union representation need satisfaction variable is shown below and with the plots close to the diagonal line, the sample responding to this question can be considered normally distributed. P-P plots for all the other need satisfaction and need importance variables for the NHS sample are shown in Appendix 7, and all show that normal distribution applies.

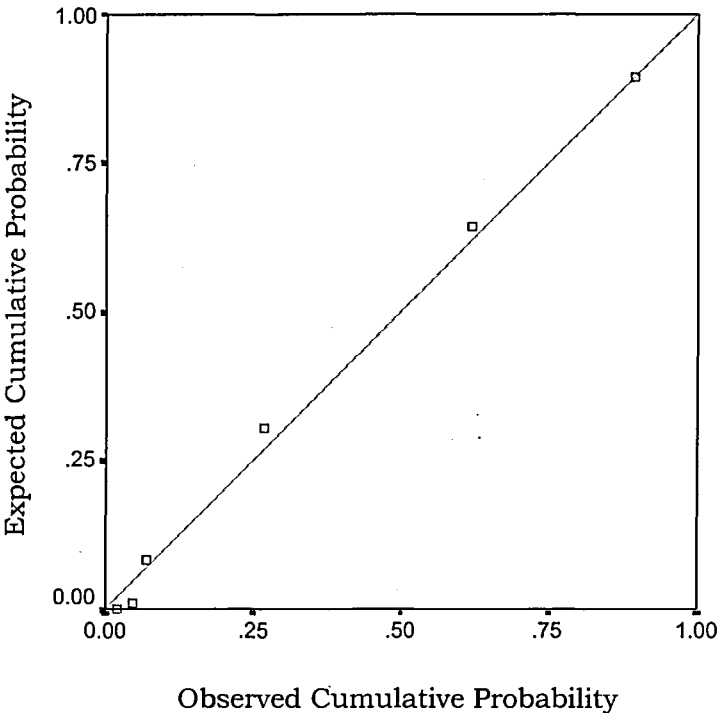


Chart A6.1 Normal P-P plot for the need for trade union representation in the NHS sector

Kurtosis and skewness are also indicators of normal distribution, which are statistics representing the ‘peakedness’ or flatness of the normal curve and the arc of the curve respectively. The ratio of skewness and kurtosis to their respective standard errors can be used as a test of normality. This measures the extent to which the value (skewness or kurtosis) may vary from sample to sample taken from the same distribution. SPSS Help recommends that “*you can reject normality if the ratio (of Standard Error to Kurtosis or Skewness) is less than -2 or greater than +2*”. For the trade union representation variable, skewness was measured at  $-0.117$  which suggests by the negative sign that the curve has a long left tail. The Standard Error however was only  $0.077$  so the distribution can still be considered normal. The kurtosis for this variable was measured at  $-0.480$  which suggests that the tails of the distribution are fairly short, but again the Standard Error was much lower than  $2$  therefore confirming that distribution is normal. Skewness and Kurtosis for all need satisfaction and need importance items were calculated and can be found in Appendix 8. Although the shape of the normal distribution curves vary across the responses, none can be rejected as nonnormal as all the Standard Errors are lower than  $2$ .

Although the graphical and statistical representations of normality suggests that the sample is drawn from a normally distributed population, Coolican (1994) has suggested that in fact samples do not *have* to be normally distributed as

*“most samples are too small to look anything like a normal distribution, which only gets its characteristic bell-like shape from the accumulation of very many scores” (p. 280).*

In practice we have to assume the population that the sample is drawn from is normally distributed on grounds of past experience or theory. Although attempts have been made to demonstrate the normal distribution of the sample using graphical plots and statistical measures of the normal curve, past experience of the sample population by the author can also lend support. Parametric examinations, specifically factor analysis, are therefore considered appropriate for this sample.

A further assumption of the data needed to make reliable use of parametric tests and factor analysis is *homogeneity of variance* or *homoscedasticity*. This ensures that the scores from participants are spread similarly so they contribute equally to the tests thus making the results true. It measures whether scores are evenly spread out (variance) around the mean across participants, so one does not contribute unevenly to a test over another. There are several tests of variance that can be applied to this data. Graphically, box plots represent the degree of variation between groups with the length of the box and the whiskers portraying the variation of data within each group. For need satisfaction with trade union representation in the NHS, the boxplot (Chart A6.2) below indicates that most of the ancillary staff rated this as neutral or with slight importance. Although there appears to be a couple of outliers the cases are isolated. Overall the graph would suggest that homogeneity of variance is evident.

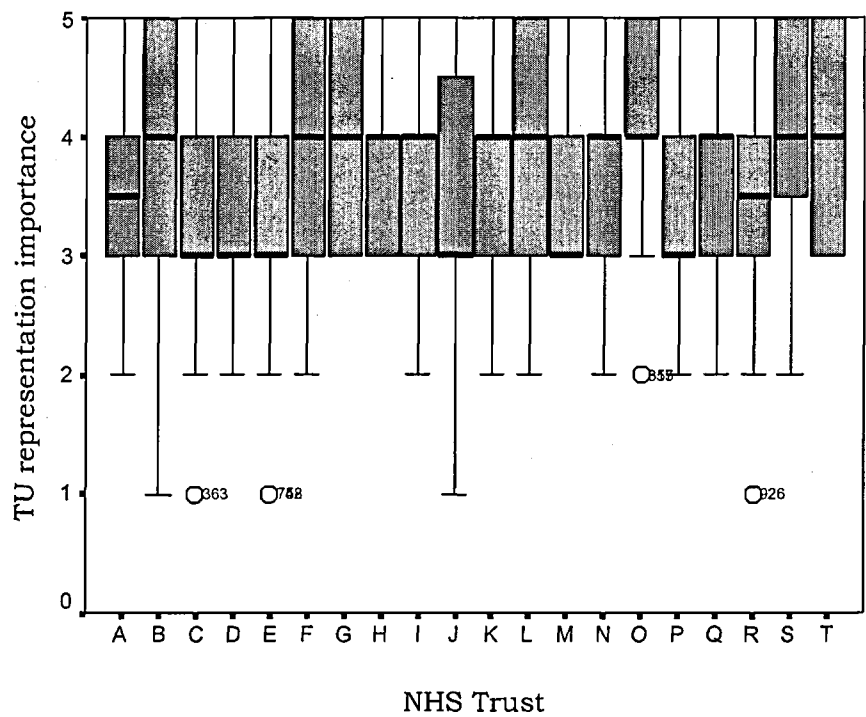


Chart A6.2 Box-plot for the need for trade union representation in the NHS sector

Statistical tests for homogeneity of variance include the Levene test which “for each case, computes the absolute difference between the value of that case and its cell mean and performs a one-way analysis of variance on those differences” (SPSS Help menu). Table A6.1 below illustrates the results of the Levene test for the trade union representation question included in the questionnaire. In this case the Levene statistic is not significant ( $p>0.05$ ) and so suggests that the variance is not homogenous. This was also the case for 7 other variables included in this research and is shown in Appendix 9, but in representing only 18% of the motivational measures, this can be considered to have a minimal impact. A large proportion of the data gathered represents the views of all participants which satisfies the criterion of homoscedasticity and so makes the use of parametric tests appropriate.

Test of Homogeneity of Variances			
Need for TU membership			
Levene Statistic	df1	df2	Sig.
1.965	19	992	.008

Table A6.1 Shows the Levene statistic for the need for trade union representation in the NHS sector



Hair *et al* (1998) point to a third assumption that should be satisfied in multivariate techniques that are based on correlational measures of association, (and so applies to factor analysis) that is *linearity* (p. 75). This is the extent to which independent variables can predict the dependent variable, and in correlational analyses only such linear associations are measured. Any nonlinear effects therefore will not be represented in the value thus exposed to an underestimation of the strength of association between the variables. A way to examine this is to check residuals in a simple regression analysis since

*“residuals reflect the unexplained portion of the dependent variable; thus any nonlinear portion of the relationship will show up in the residuals”* (Hair *et al*, 1998, p. 75).

Linear regression was run with all the variables (see Appendix 10) and indicated that only a small proportion of responses given by participants were unexplained. Table A6.2 below illustrates the cases where NHS sample gave a nonlinear response to the question regarding the need for trade union representation in their service, outside 3 standard deviations of the mean answer. Responses given by 7 participants out of the total number of respondents (N=1012) were found to be residuals of the linear regression, which means that 0.7% of responses to this question will not be represented in the subsequent correlational statistics. Because this is such a low proportion of the sample it is considered to pose minimum risk in misrepresenting the correlational measures of association. In the remaining variables the highest proportion of the sample that were residual was 3.2% for the level of control experienced (Q35) and so with such a low proportion, overall the data is considered to have linearity. This then meets the final assumption for parametric tests and specifically those relating to correlation.

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Need for TU membership	Predicted Value	Residual
152	-3.139	1.00	3.7383	-2.7383
172	-3.139	1.00	3.7383	-2.7383
363	-3.066	1.00	3.6752	-2.6752
707	-3.056	1.00	3.6662	-2.6662
742	-3.087	1.00	3.6933	-2.6933
758	-3.087	1.00	3.6933	-2.6933
926	-3.221	1.00	3.8104	-2.8104

a. Dependent Variable: Need for TU membership

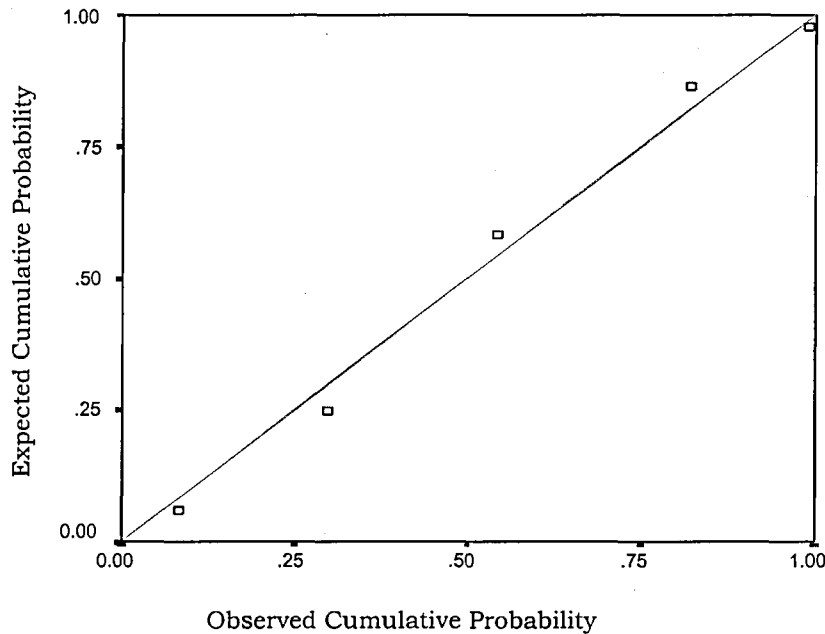
Table A6.2 Residual cases in measuring need for trade union representation in the NHS sector

Because the data meets the assumptions of both parametric tests and those relating to measures of association, factor analysis is considered an appropriate test. By meeting these assumptions the results can be considered robust and representative of the whole sample and the wider population.

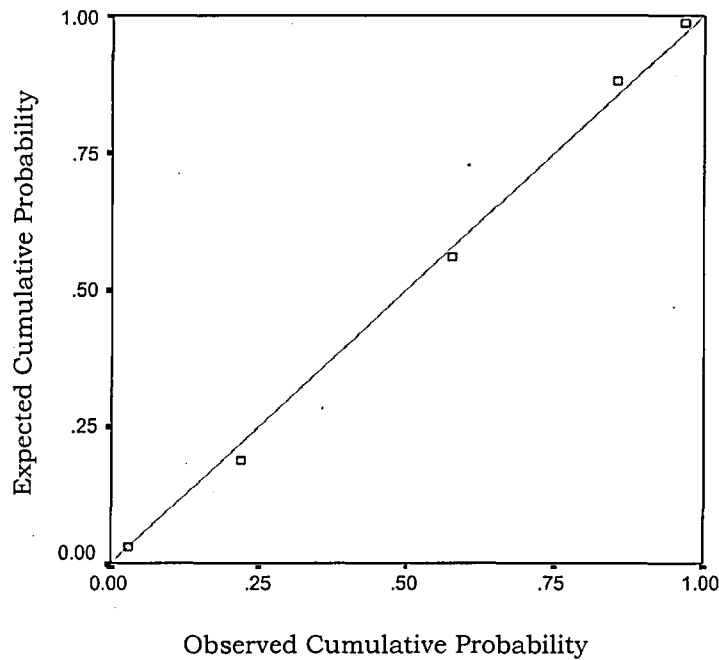
**Appendix 7**

**P-P plots for NHS need satisfaction and need importance**

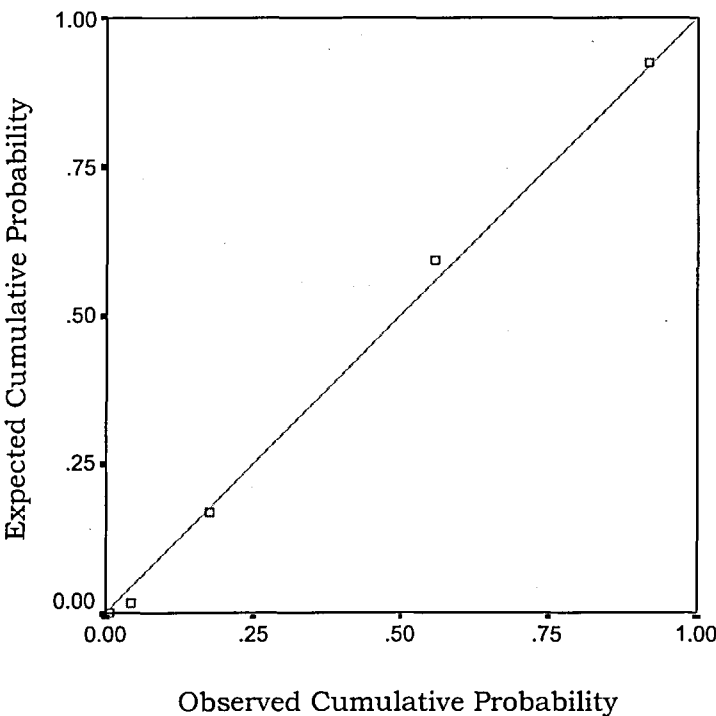
**Q17 Satisfaction with basic hourly rate of pay**



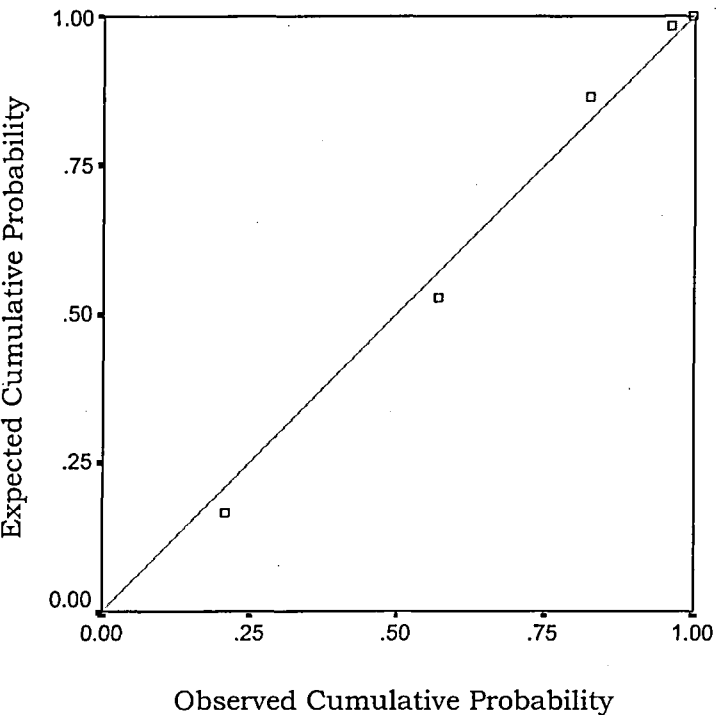
**Q18 Satisfaction with job security**



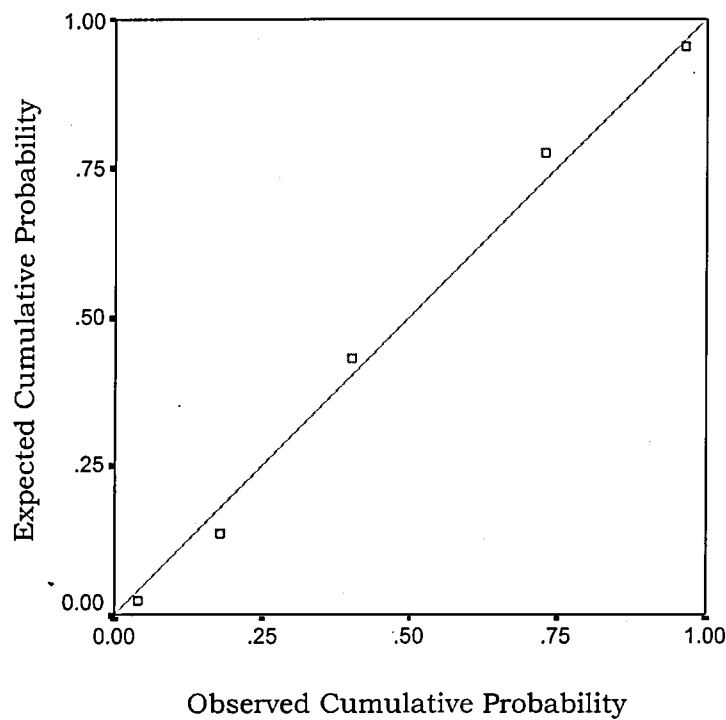
Q19 Overall job satisfaction



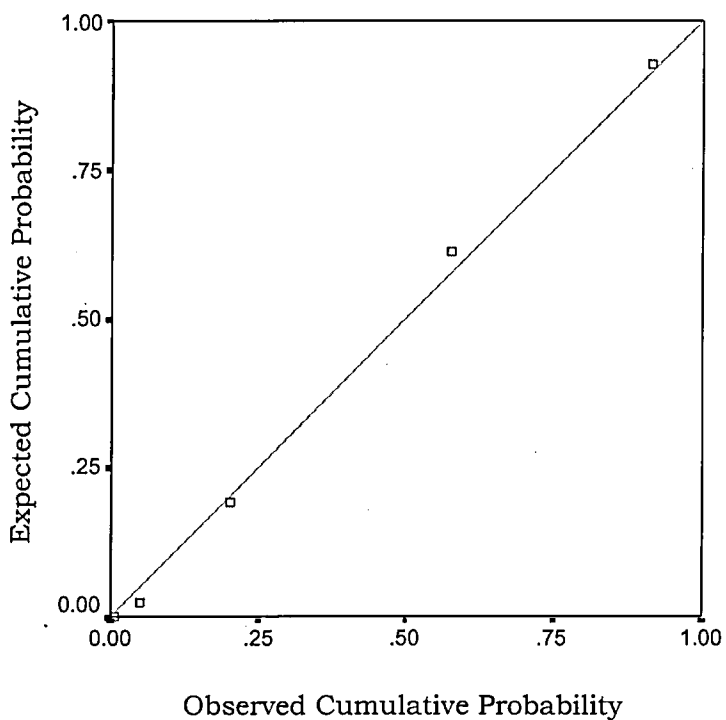
Q22 Chances of promotion



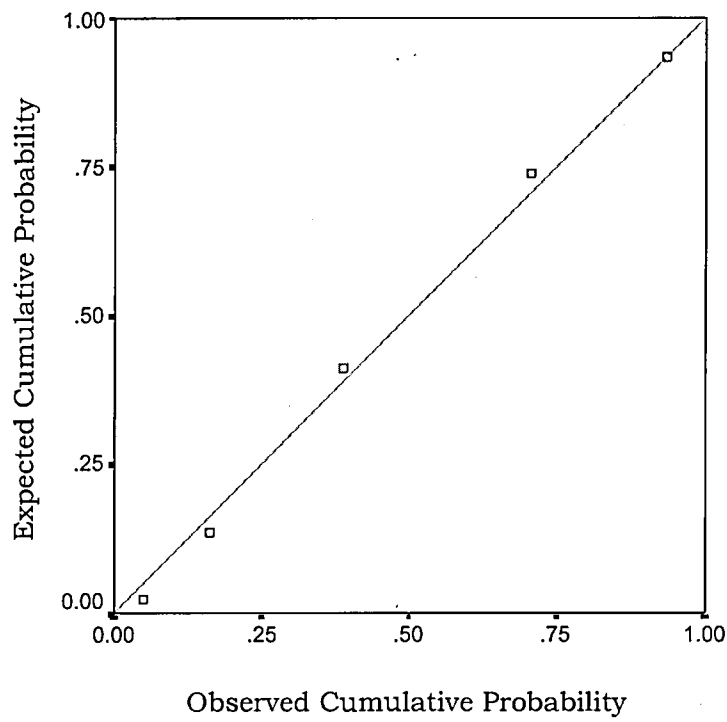
**Q26 Feel kept informed by managers and supervisors**



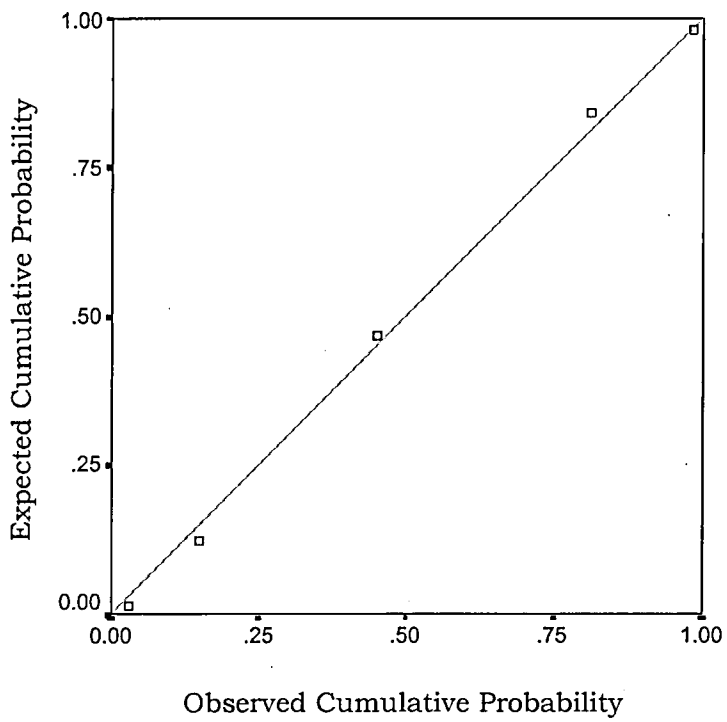
**Q30 Relations with immediate manager**



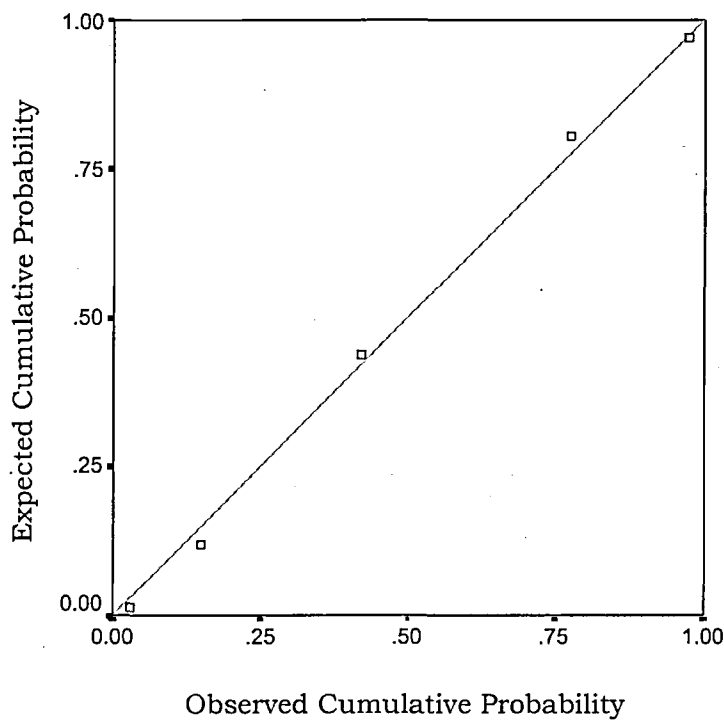
**Q31 Level of trust for service management**



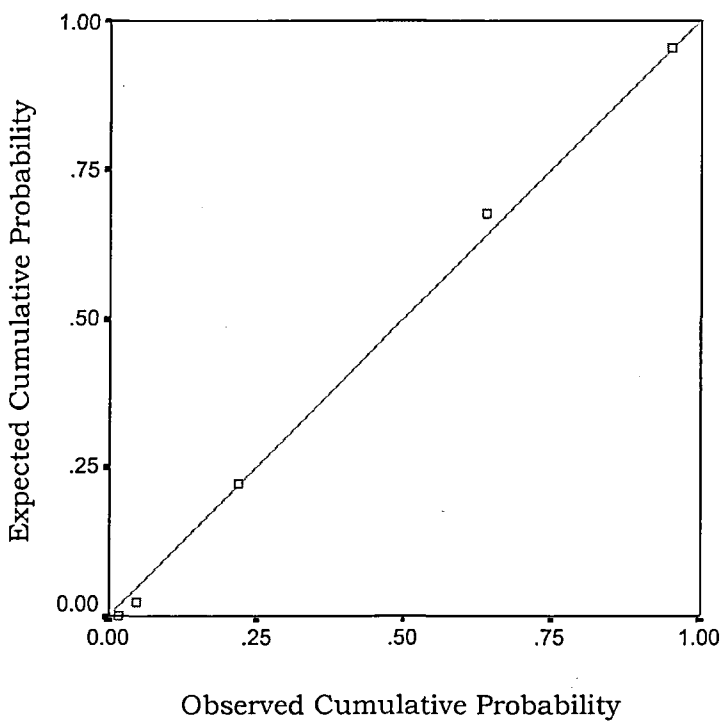
**Q33 Satisfaction with suggestions being listened to**



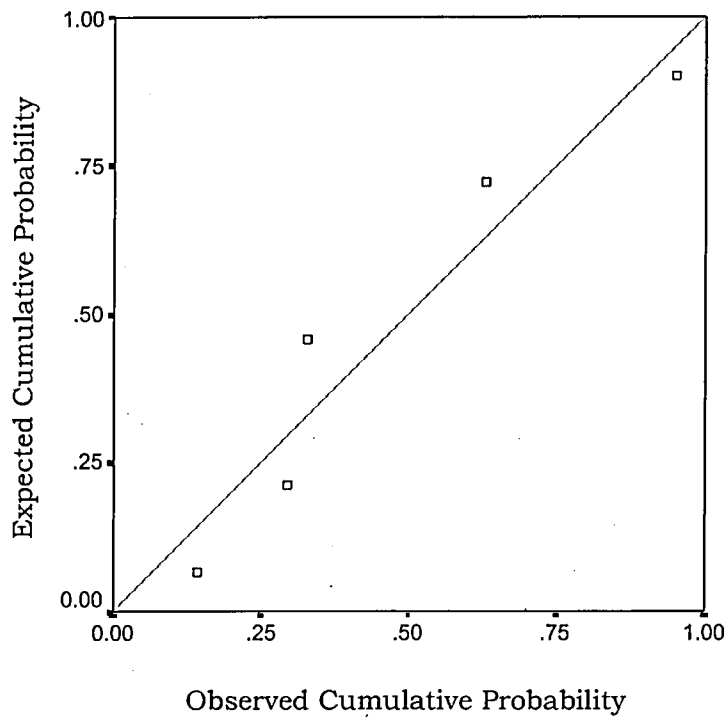
**Q34 Effectiveness of Trust problem solving systems**



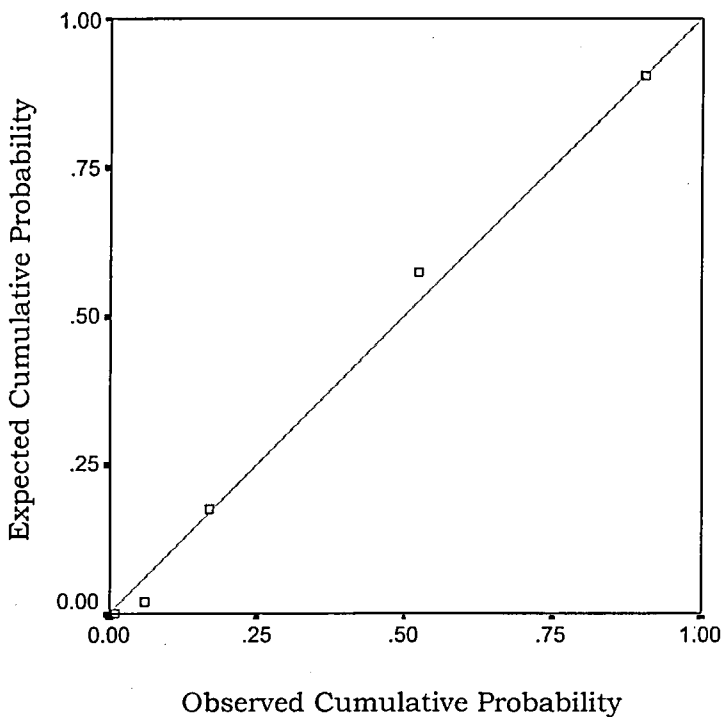
**Q35 Level of control experienced**



Q36 Satisfaction with this control

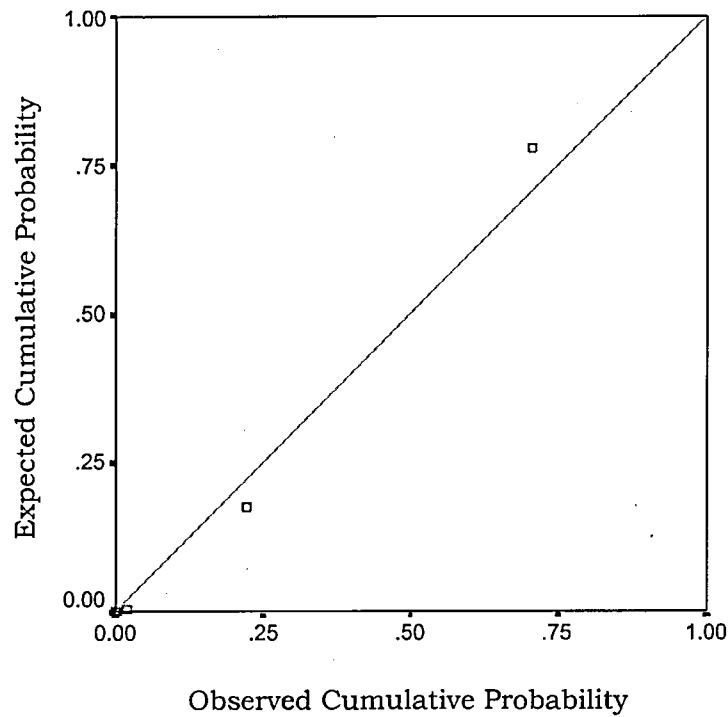


Q37 Feel part of a team?

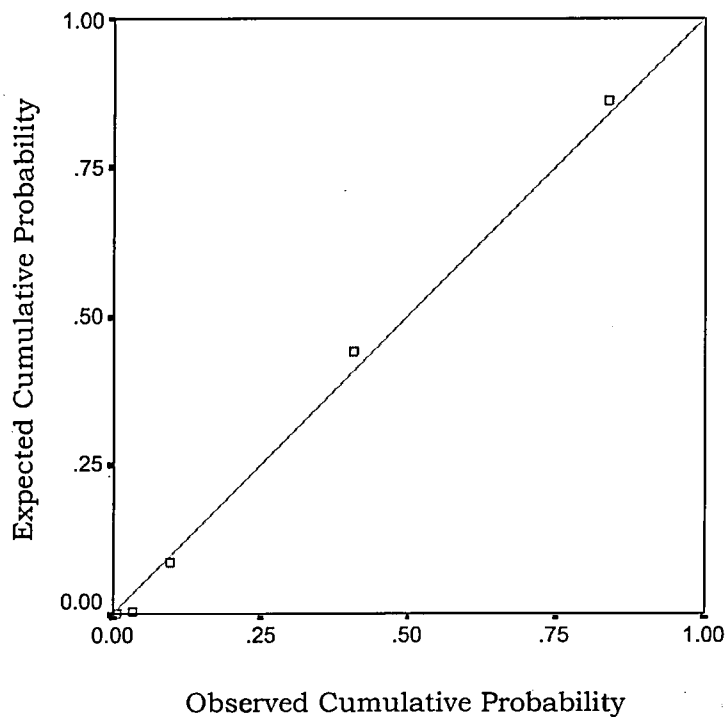




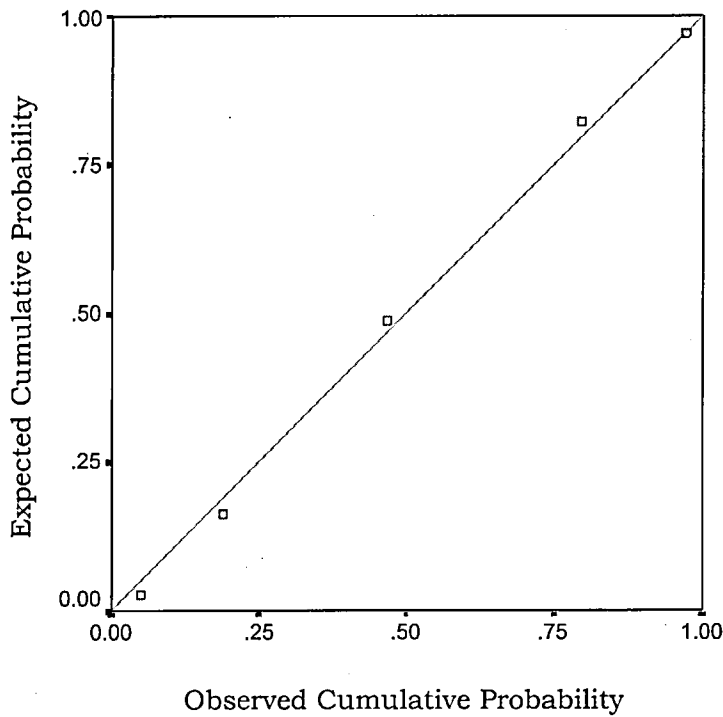
**Q38 Need for good co-worker relations in service delivery**



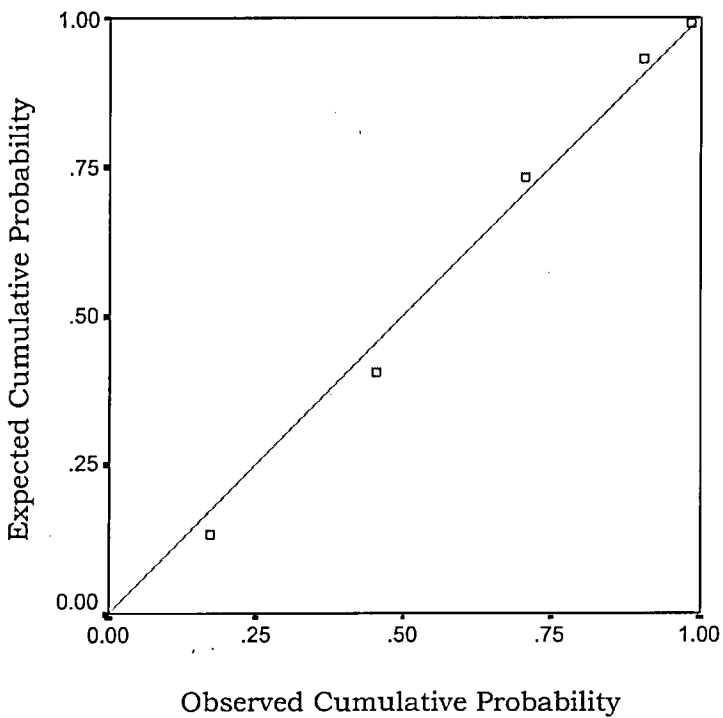
**Q39 Satisfied that play an equal role in the service**



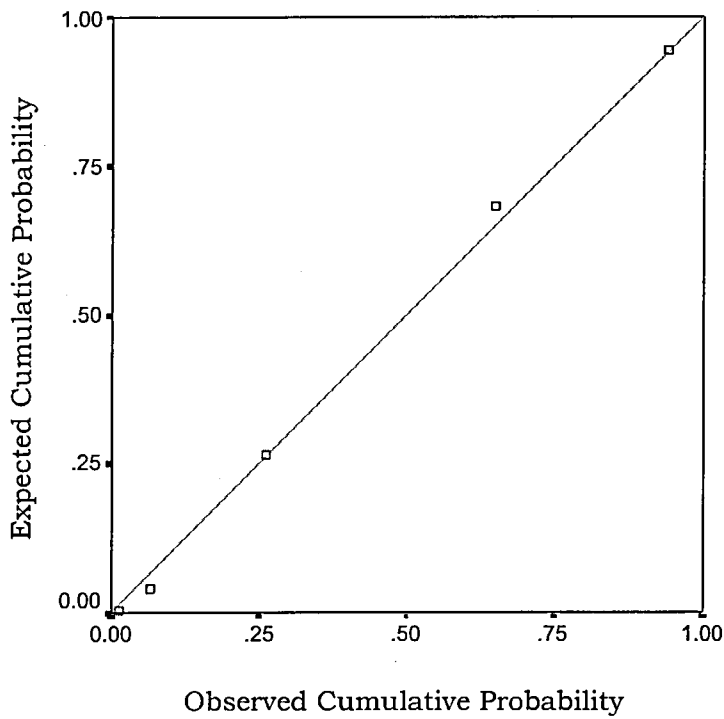
**Q41 Satisfaction with relations with trade union representative**



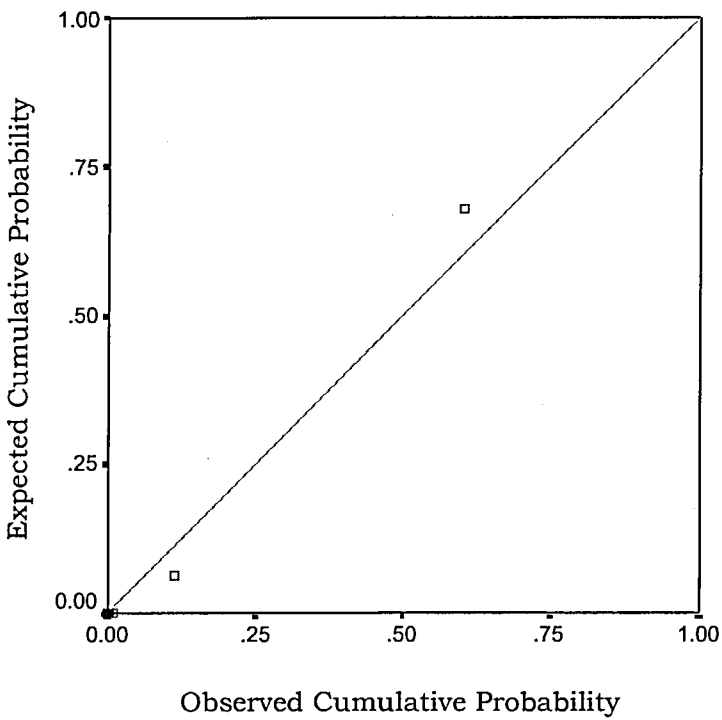
**Q43 Continue to work if won money**



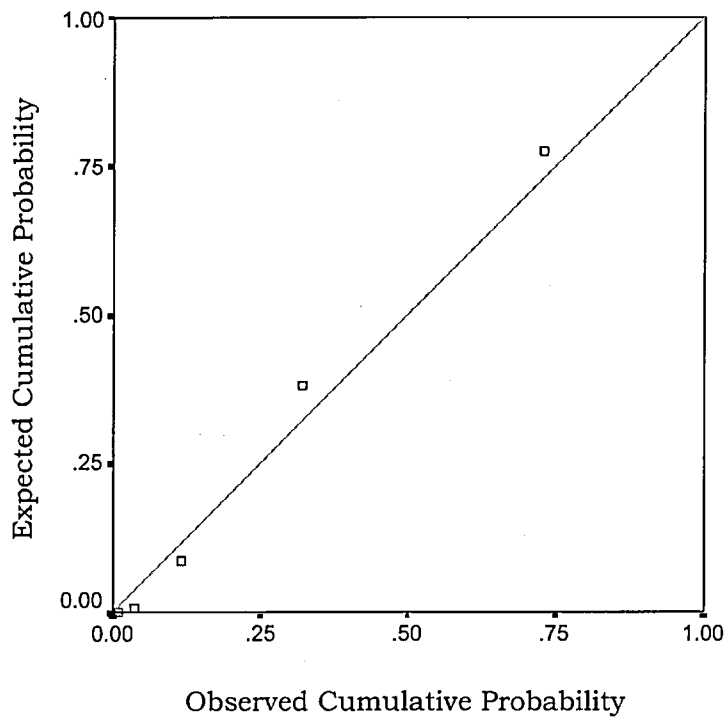
**Q44 Satisfaction with physical working environment**



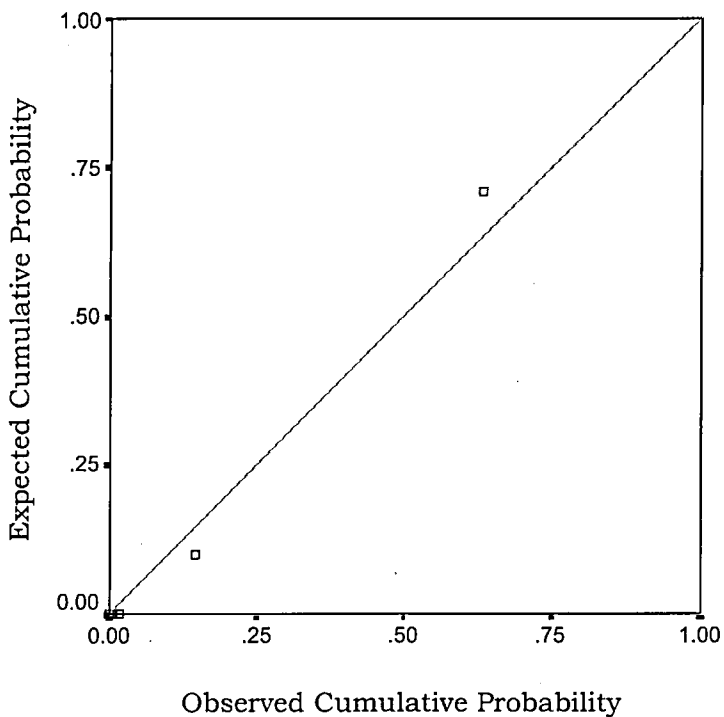
**Q14a Importance of a good rate of pay**



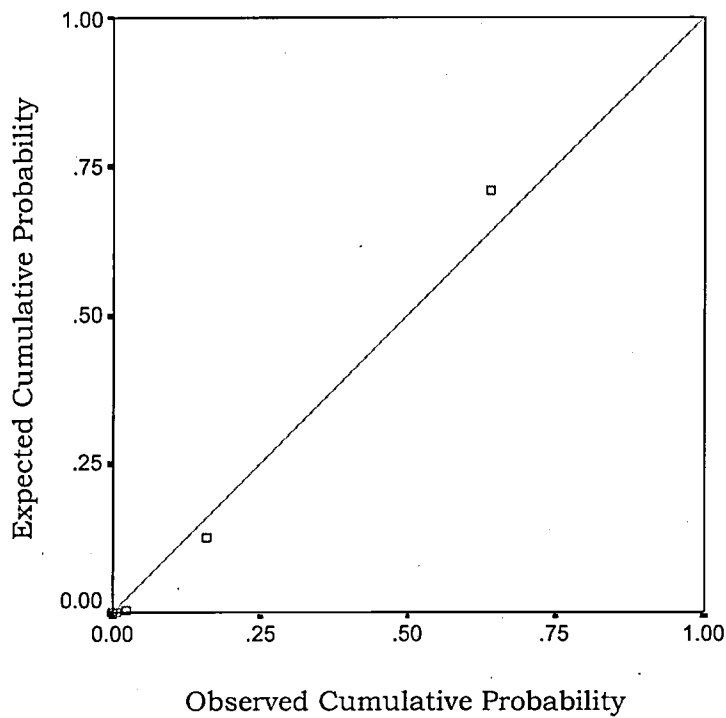
**Q14b Importance of good bonus schemes**



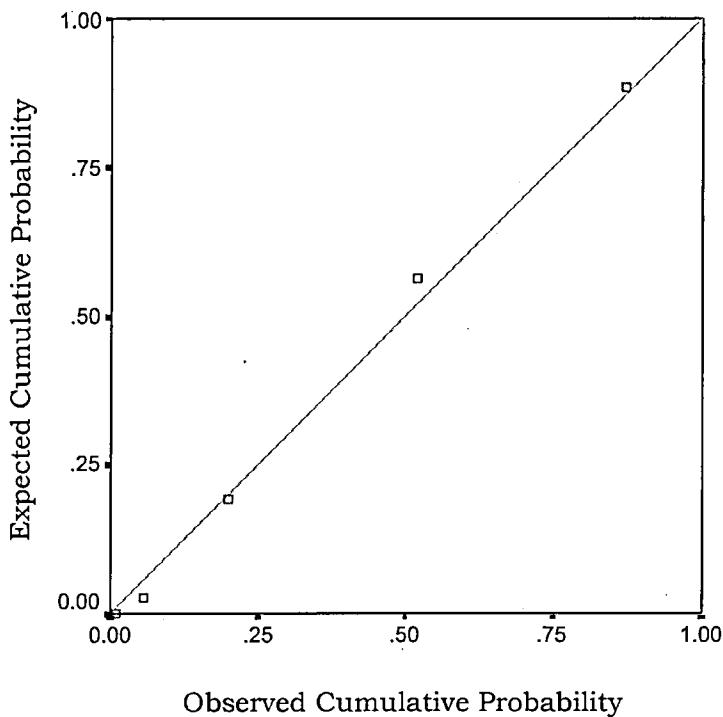
**Q14c Importance of good relationships with co-workers**



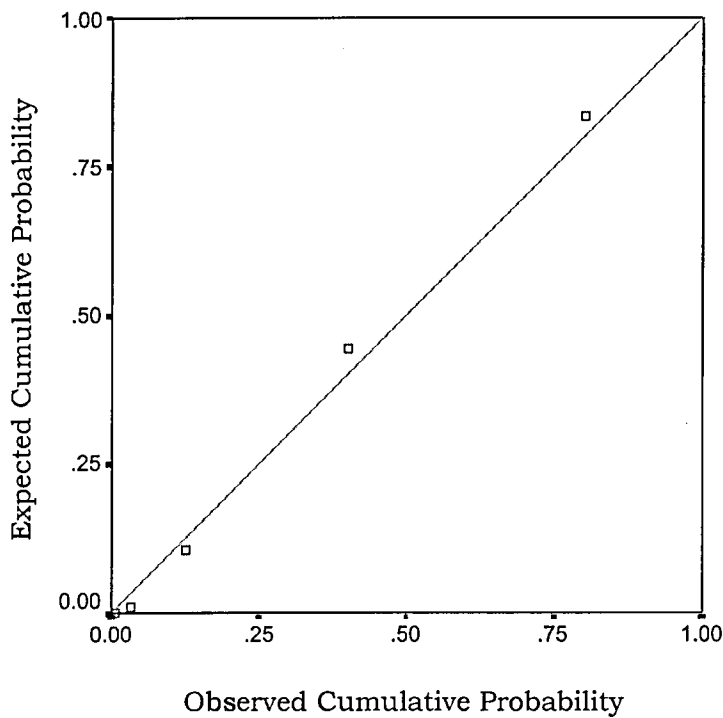
**Q14d Importance of pride in service**



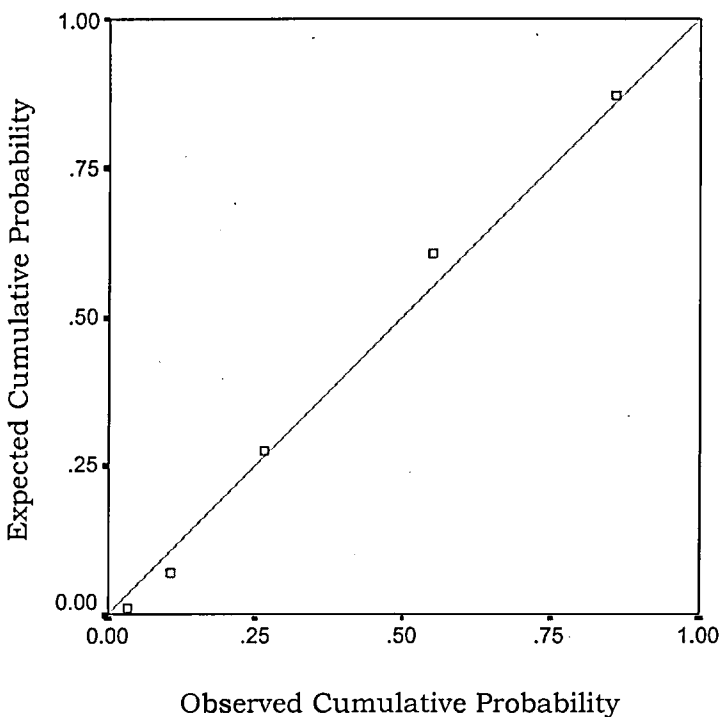
**Q14e Importance of opportunities for multiskilling**



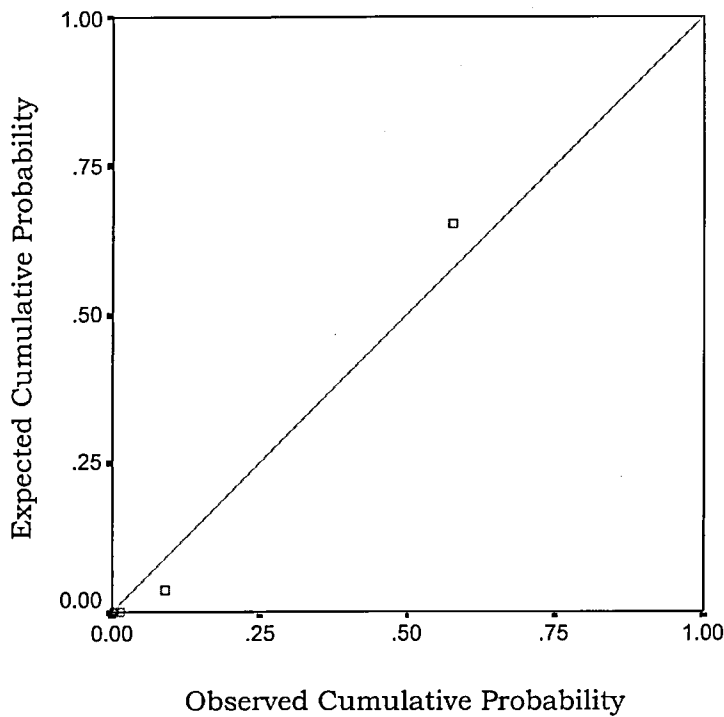
**Q14f Importance of good training opportunities**



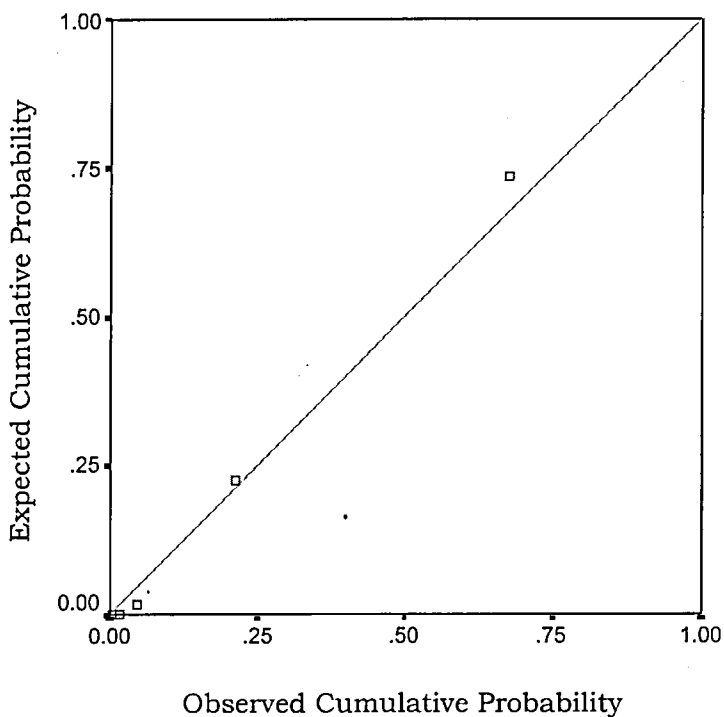
**Q14g Importance of overtime opportunities**



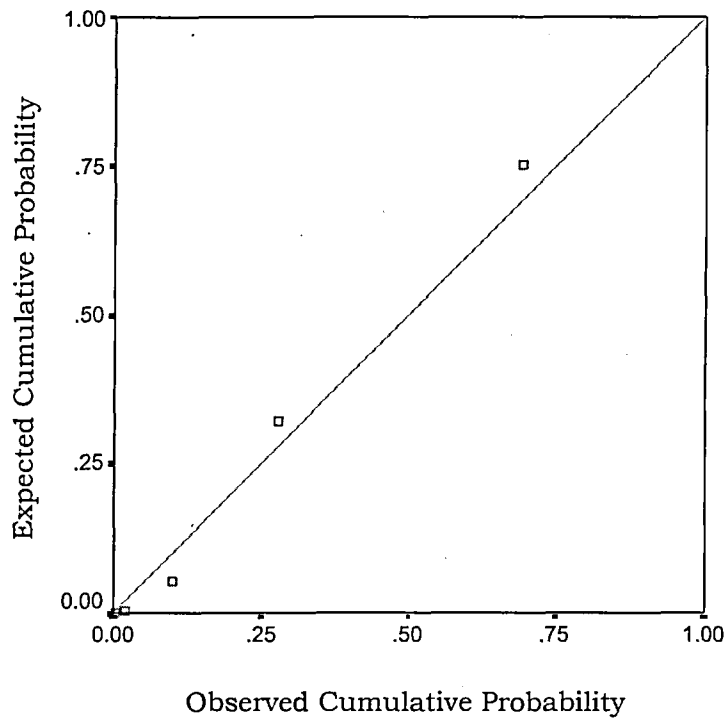
**Q14h Importance of job security**



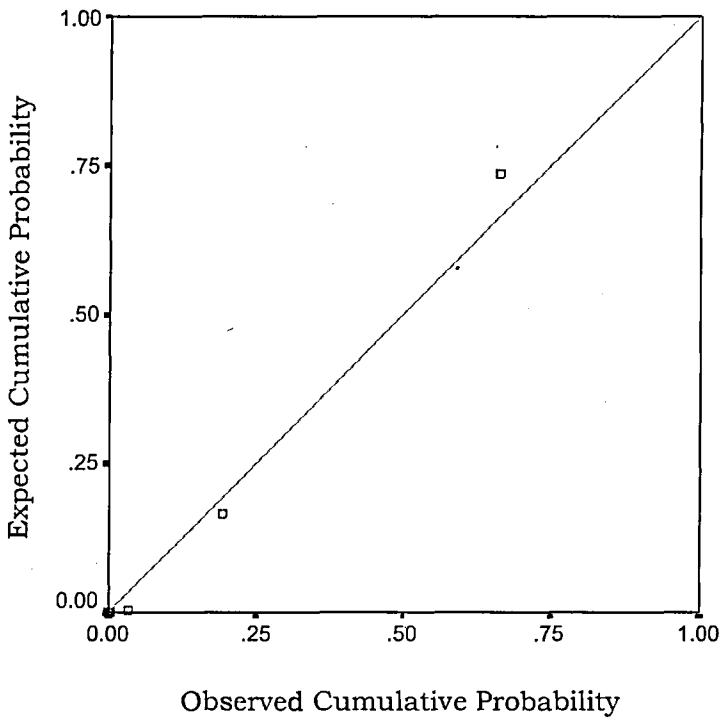
**Q14i Importance of good management style**



**Q14j Importance of a good pension scheme**

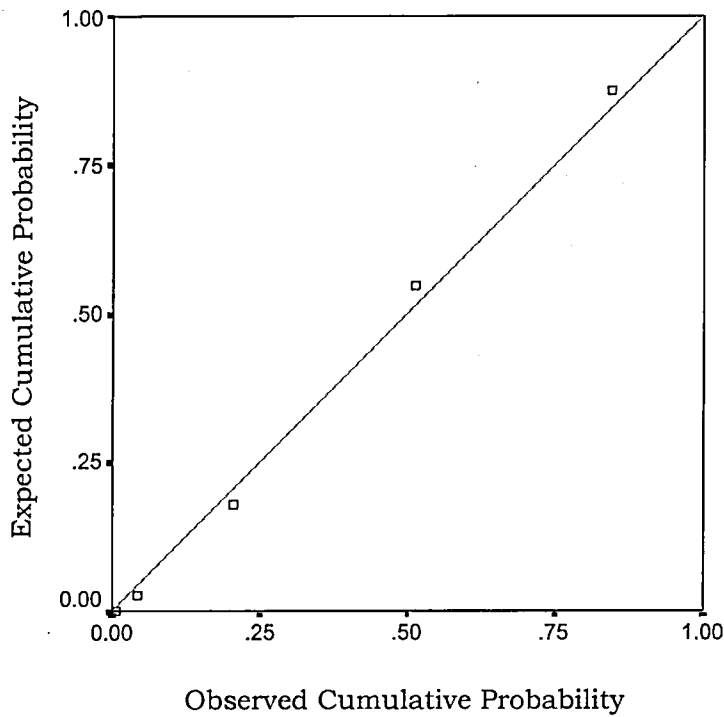


**Q14k Importance of number of days Annual Leave**

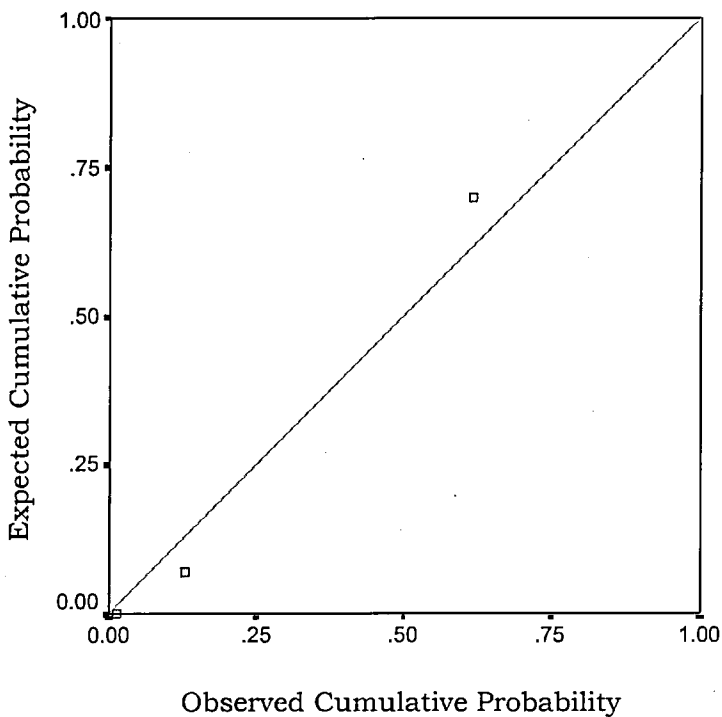




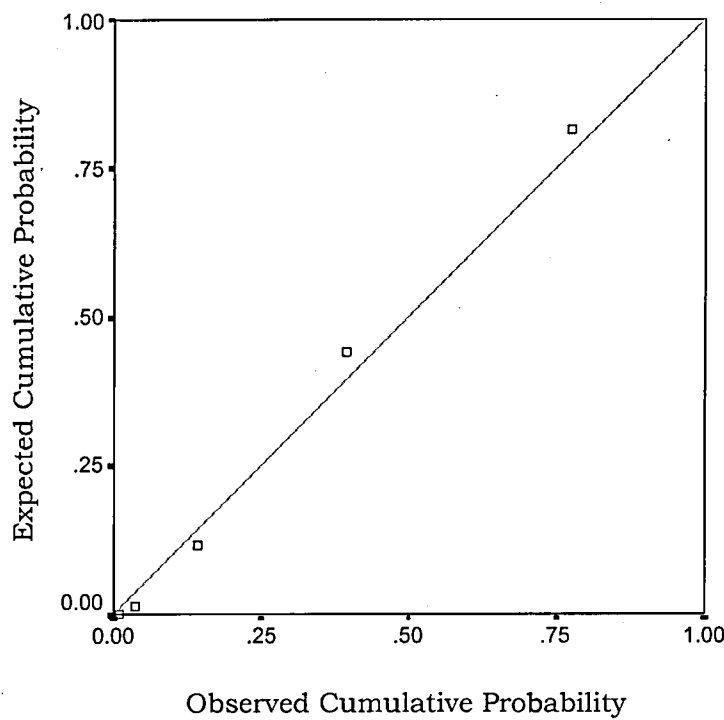
**Q14l Importance of good promotional prospects**



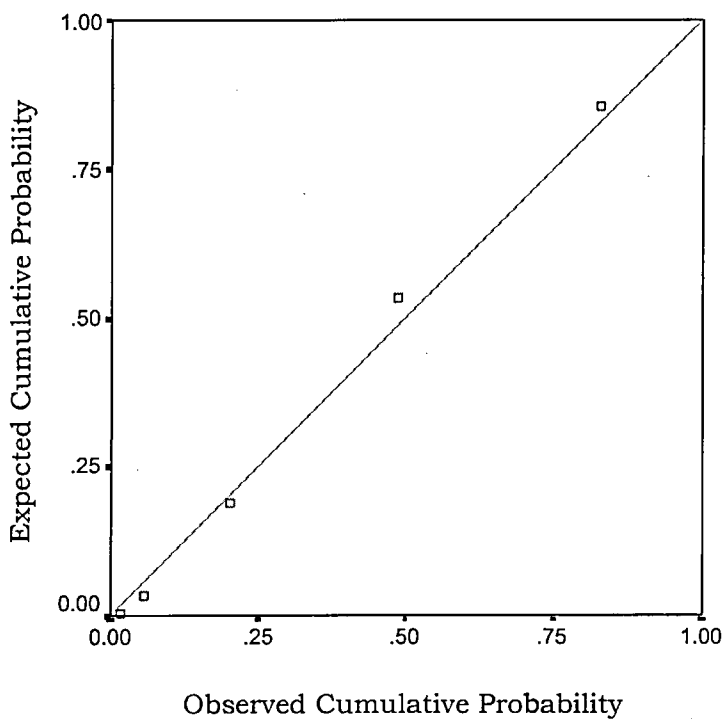
**Q14m Importance of a friendly atmosphere**



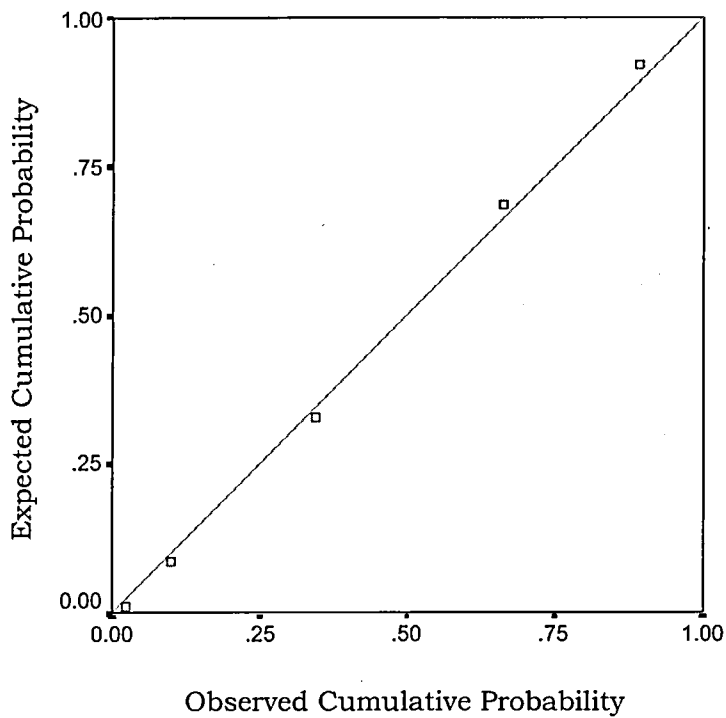
**Q14n Importance of contact with patients**



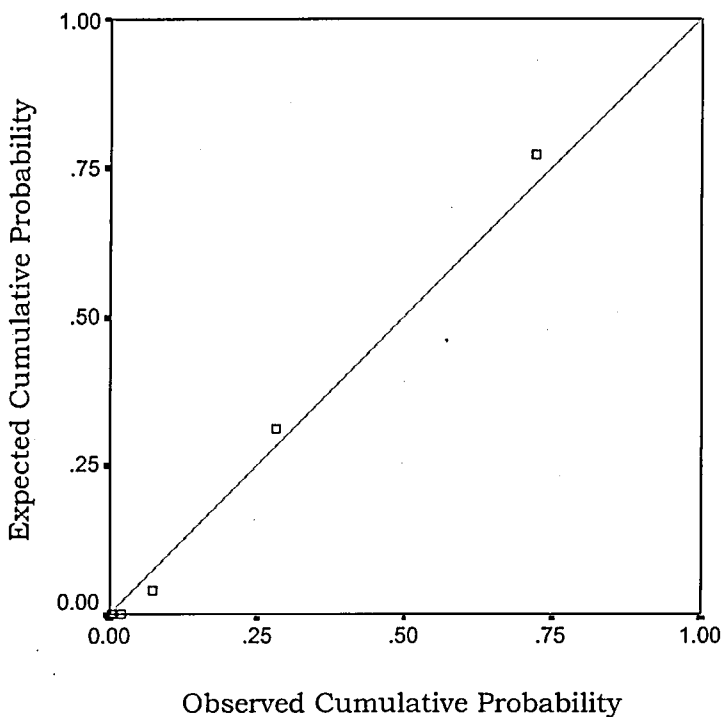
**Q14o Importance of contact with nurses**



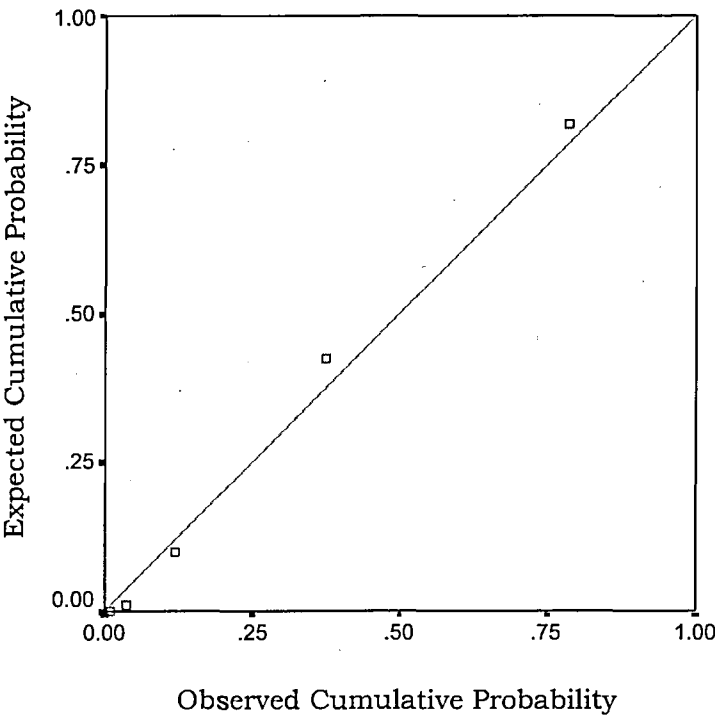
**Q14p Importance of contact with doctors**



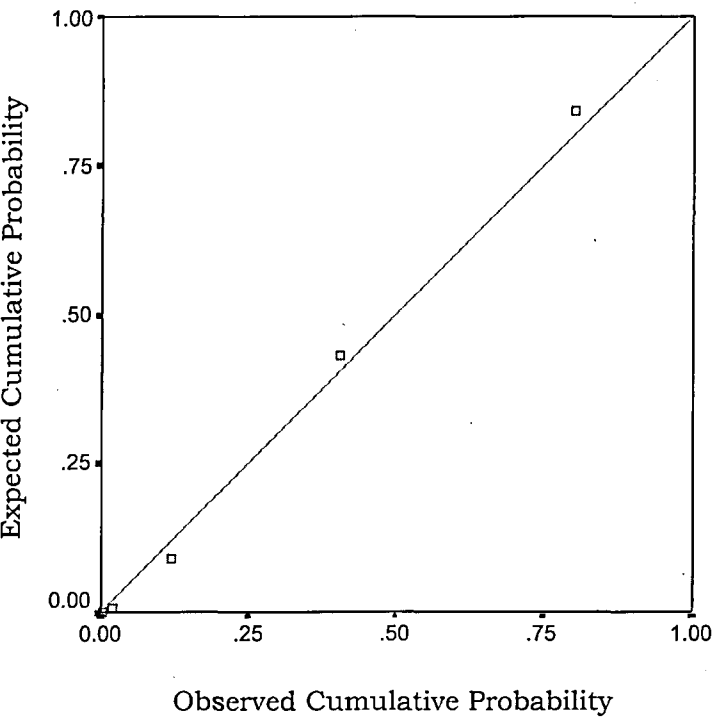
**Q14q Importance of contact with supervisor**



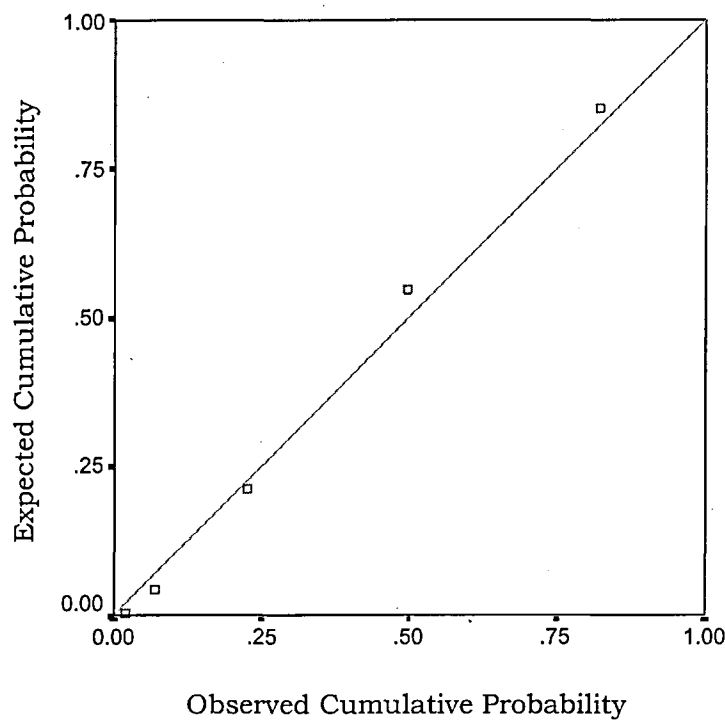
**Q14r Importance of contact with supervisor's boss**



**Q14s Importance of job variety**



Q14t Importance of union representation



## Appendix 8

### Kurtosis and skewness for NHS need satisfaction and need importance

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Need for TU membership	1012	1.00	5.00	3.7381	.8736	-.117	.077	-.480	.154
Sat with pay	1042	1.00	5.00	2.7630	1.1271	-.146	.076	-1.180	.151
Job security	1033	1.00	5.00	2.8548	.9746	.325	.076	-.246	.152
Overall sat	1040	1.00	5.00	3.8010	.8381	-.831	.076	1.041	.152
Promo prospects	1014	1.00	5.00	1.9379	.9639	.708	.077	-.410	.153
Kept informed	1006	1.00	5.00	3.1879	1.0833	-.430	.077	-.657	.154
Management relations	1022	1.00	5.00	3.7495	.8650	-.658	.077	.507	.153
Trust of management	1014	1.00	5.00	3.2633	1.1453	-.381	.077	-.530	.153
Suggestion schemes	1007	1.00	5.00	3.0785	.9250	-.330	.077	-.199	.154
Problem solving systems	993	1.00	5.00	3.1531	.9810	-.368	.078	-.344	.155
Level of control	1001	1.00	5.00	3.6264	.8236	-.914	.077	1.655	.154
Sat with control	999	1.00	5.00	3.1582	1.4385	-.659	.077	-1.225	.155
Feel part of team	1023	1.00	5.00	3.8348	.8974	-1.021	.076	1.146	.153
Need for good co-worker relations	1026	1.00	5.00	4.5517	.5875	-1.242	.076	2.541	.153
Equal role	1019	1.00	5.00	4.1187	.8141	-1.173	.077	2.043	.153
TU rep relations	592	1.00	5.00	3.0321	1.0490	-.241	.100	-.480	.201
Won money	1013	1.00	5.00	2.2804	1.1560	.439	.077	-.807	.154
Physical layout	1023	1.00	5.00	3.5709	.9026	-.624	.076	.471	.153
Rate of pay	1026	1.00	5.00	4.7680	.5025	-2.798	.076	11.748	.153
Bonus scheme	776	1.00	5.00	4.2887	.9472	-1.389	.088	1.597	.175
Co-worker relations	1026	1.00	5.00	4.7018	.5453	-2.099	.076	5.939	.153
Pride in service	1001	1.00	5.00	4.6733	.5901	-2.160	.077	6.368	.154
Opps for m/s	871	1.00	5.00	3.8439	.9630	-.752	.083	.297	.166
Training opps	922	1.00	5.00	4.1291	.8986	-1.039	.081	.970	.161
Overtime opps	925	1.00	5.00	3.6919	1.1506	-.699	.080	-.215	.161
Job security	1002	2.00	5.00	4.8194	.4562	-2.807	.077	8.846	.154
Management style	965	1.00	5.00	4.5472	.7253	-1.963	.079	4.759	.157
Pension scheme	890	1.00	5.00	4.4056	.8724	-1.416	.082	1.486	.164
Days A/L	995	1.00	5.00	4.6090	.6239	-1.651	.078	3.129	.155
Good promo prospects	861	1.00	5.00	3.8862	.9650	-.572	.083	-.147	.166
Friendly atmosphere	1005	3.00	5.00	4.7423	.4993	-1.783	.077	2.340	.154
Contact with customers	916	1.00	5.00	4.1441	.9553	-1.030	.081	.697	.161
Contact with nurses	928	1.00	5.00	3.9106	1.0332	-.779	.080	.128	.160
Contact doctors	858	1.00	5.00	3.4802	1.0792	-.222	.083	-.495	.167
Contact with supervisors	971	1.00	5.00	4.3996	.8052	-1.523	.078	2.634	.157
Contact with supervisor's boss	950	1.00	5.00	4.1779	.9106	-1.189	.079	1.376	.159
Job variety	942	1.00	5.00	4.1486	.8483	-.843	.080	.499	.159
Union rep	884	1.00	5.00	3.8699	1.0842	-.734	.082	-.107	.164
Valid N (listwise)	271								

Appendix 9

Levene statistic for NHS need satisfaction and need importance

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Sat with pay	2.746	19	1022	.000
Job security	2.257	19	1013	.002
Overall sat	4.237	19	1020	.000
Promo prospects	2.943	19	994	.000
Kept informed	2.355	19	986	.001
Management relations	2.673	19	1002	.000
Trust of management	1.279	19	994	.188
Suggestion schemes	1.286	19	987	.183
Problem solving systems	1.613	19	973	.046
Level of control	2.763	19	981	.000
Sat with control	3.976	19	979	.000
Feel part of team	4.089	19	1003	.000
Need for good co-worker relations	2.525	19	1006	.000
Equal role	.705	19	999	.816
TU rep relations	1.366	18	573	.142
Won money	1.760	19	993	.023
Physical layout	3.168	19	1003	.000
Rate of pay	4.353	19	1006	.000
Bonus scheme	3.544	19	756	.000
Co-worker relations	4.370	19	1006	.000
Pride in service	3.946	19	981	.000
Opps for m/s	2.799	19	851	.000
Training opps	1.729	19	902	.027
Overtime opps	3.684	19	905	.000
Job security	10.046	19	982	.000
Management style	2.720	19	945	.000
Pension scheme	3.217	19	870	.000
Days A/L	3.440	19	975	.000
Good promo prospects	1.378	19	841	.129
Friendly atmosphere	5.543	19	985	.000
Contact with customers	2.029	19	896	.006
Contact with nurses	2.505	19	908	.000
Contact doctors	1.856	19	838	.014
Contact with supervisors	2.294	19	951	.001
Contact with supervisor's boss	.947	19	930	.524
Job variety	.662	19	922	.858
Union rep	2.789	19	864	.000

Appendix 10

Residual cases for NHS need satisfaction and need importance

Q11 Need for trade union representation in the NHS sector

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	TU rep imp	Predicted Value	Residual
152	-3.139	1.00	3.7383	-2.7383
172	-3.139	1.00	3.7383	-2.7383
363	-3.066	1.00	3.6752	-2.6752
707	-3.056	1.00	3.6662	-2.6662
742	-3.087	1.00	3.6933	-2.6933
758	-3.087	1.00	3.6933	-2.6933
926	-3.221	1.00	3.8104	-2.8104

a. Dependent Variable: Need for TU membership

n = 1012

Proportion of responses unexplained = 0.7%

Q17 Satisfaction with basic hourly rate of pay

n = 1042

Proportion of responses unexplained = 0%

Q18 Satisfaction with job security

n = 1033

Proportion of responses unexplained = 0%



Q19 Overall job satisfaction

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Overall sat	Predicted Value	Residual
166	-3.341	1.00	3.8011	-2.8011
427	-3.323	1.00	3.7858	-2.7858
433	-3.323	1.00	3.7858	-2.7858
485	-3.345	1.00	3.8049	-2.8049
487	-3.345	1.00	3.8049	-2.8049
512	-3.323	1.00	3.7858	-2.7858
595	-3.350	1.00	3.8087	-2.8087
675	-3.345	1.00	3.8049	-2.8049
704	-3.323	1.00	3.7858	-2.7858
733	-3.323	1.00	3.7858	-2.7858
734	-3.323	1.00	3.7858	-2.7858
747	-3.329	1.00	3.7915	-2.7915
858	-3.352	1.00	3.8106	-2.8106
903	-3.359	1.00	3.8163	-2.8163
936	-3.359	1.00	3.8163	-2.8163
1032	-3.364	1.00	3.8201	-2.8201

a. Dependent Variable: Overall sat

**n = 1040**

**Proportion of responses unexplained = 1.54%**

Q22 Chances of promotion

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Promo prospects	Predicted Value	Residual
683	3.174	5.00	1.9395	3.0605
688	3.174	5.00	1.9395	3.0605
714	3.174	5.00	1.9393	3.0607
934	3.177	5.00	1.9364	3.0636
1042	3.177	5.00	1.9361	3.0639

a. Dependent Variable: Promo prospects

**n = 1014**

**Proportion of responses unexplained = 0.49%**

Q26 Feel kept informed by managers and supervisors

$n = 1006$   
Proportion of responses unexplained = 0%

Q30 Relations with immediate manager

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Management relations	Predicted Value	Residual
169	-3.195	1.00	3.7502	-2.7502
378	-3.071	1.00	3.6436	-2.6436
540	-3.106	1.00	3.6740	-2.6740
597	-3.266	1.00	3.8112	-2.8112
615	-3.283	1.00	3.8264	-2.8264
616	-3.283	1.00	3.8264	-2.8264
618	-3.283	1.00	3.8264	-2.8264
733	-3.053	1.00	3.6283	-2.6283
734	-3.053	1.00	3.6283	-2.6283
768	-3.124	1.00	3.6893	-2.6893
778	-3.159	1.00	3.7197	-2.7197
892	-3.089	1.00	3.6588	-2.6588
894	-3.089	1.00	3.6588	-2.6588
929	-3.336	1.00	3.8721	-2.8721
974	-3.354	1.00	3.8873	-2.8873

a. Dependent Variable: Management relations

$n = 1022$   
Proportion of responses unexplained = 1.47%

Q31 Level of trust for service management

$n = 1014$   
Proportion of responses unexplained = 0%

Q33 Satisfaction that suggestions are listened to

$n = 1007$   
Proportion of responses unexplained = 0%

Q34 Effectiveness of Institution's problem solving systems

$n = 993$   
Proportion of responses unexplained = 0%

Q35 Level of control experienced

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Controlled?	Predicted Value	Residual
76	-3.207	1.00	3.6363	-2.6363
151	-3.195	1.00	3.6267	-2.6267
249	-3.149	1.00	3.5884	-2.5884
274	-3.149	1.00	3.5884	-2.5884
278	-3.149	1.00	3.5884	-2.5884
279	-3.149	1.00	3.5884	-2.5884
295	-3.149	1.00	3.5884	-2.5884
308	-3.160	1.00	3.5980	-2.5980
378	-3.114	1.00	3.5598	-2.5598
429	-3.102	1.00	3.5502	-2.5502
434	-3.102	1.00	3.5502	-2.5502
489	-3.218	1.00	3.6458	-2.6458
522	-3.114	1.00	3.5598	-2.5598
547	-3.149	1.00	3.5884	-2.5884
549	-3.149	1.00	3.5884	-2.5884
616	-3.253	1.00	3.6745	-2.6745
652	-3.230	1.00	3.6554	-2.6554
654	-3.230	1.00	3.6554	-2.6554
668	-3.183	1.00	3.6171	-2.6171
716	-3.102	1.00	3.5502	-2.5502
734	-3.102	1.00	3.5502	-2.5502
812	-3.207	1.00	3.6363	-2.6363
814	-3.207	1.00	3.6363	-2.6363
821	-3.218	1.00	3.6458	-2.6458
860	-3.253	1.00	3.6745	-2.6745
913	-3.288	1.00	3.7032	-2.7032
945	-3.288	1.00	3.7032	-2.7032
955	-3.288	1.00	3.7032	-2.7032
957	-3.300	1.00	3.7128	-2.7128
966	-3.300	1.00	3.7128	-2.7128
1053	-3.311	1.00	3.7223	-2.7223
1055	-3.311	1.00	3.7223	-2.7223

a. Dependent Variable: Level of control

**n = 1001**

**Proportion of responses unexplained = 3.2%**

Q36 Satisfaction with this control

**n = 999**

**Proportion of responses unexplained = 0%**

Q37 Feel part of a team?

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Feel part of team	Predicted Value	Residual
65	-3.166	1.00	3.8405	-2.8405
127	-3.184	1.00	3.8568	-2.8568
166	-3.160	1.00	3.8350	-2.8350
195	-3.153	1.00	3.8296	-2.8296
249	-3.135	1.00	3.8133	-2.8133
278	-3.135	1.00	3.8133	-2.8133
279	-3.135	1.00	3.8133	-2.8133
306	-3.141	1.00	3.8187	-2.8187
411	-3.111	1.00	3.7915	-2.7915
428	-3.111	1.00	3.7915	-2.7915
433	-3.111	1.00	3.7915	-2.7915
491	-3.172	1.00	3.8459	-2.8459
563	-3.160	1.00	3.8350	-2.8350
597	-3.184	1.00	3.8568	-2.8568
616	-3.190	1.00	3.8623	-2.8623
678	-3.172	1.00	3.8459	-2.8459
679	-3.172	1.00	3.8459	-2.8459
704	-3.111	1.00	3.7915	-2.7915
705	-3.111	1.00	3.7915	-2.7915
866	-3.196	1.00	3.8677	-2.8677
936	-3.208	1.00	3.8786	-2.8786
966	-3.214	1.00	3.8840	-2.8840

a. Dependent Variable: Feel part of team

n = 1023

Proportion of responses unexplained = 2.15%

Q38 Need for good co-worker relations in service delivery

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Good relations imp	Predicted Value	Residual
398	-5.968	1.00	4.5010	-3.5010
426	-4.264	2.00	4.5010	-2.5010
734	-4.264	2.00	4.5010	-2.5010
760	-4.307	2.00	4.5265	-2.5265
966	-6.153	1.00	4.6093	-3.6093

a. Dependent Variable: Need for good co-worker relations

n = 1026

Proportion of responses unexplained = 0.49%

Q39 Satisfied that play an equal role in the service

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Equal role	Predicted Value	Residual
5	-3.924	1.00	4.1878	-3.1878
196	-3.827	1.00	4.1092	-3.1092
283	-3.791	1.00	4.0797	-3.0797
373	-3.754	1.00	4.0502	-3.0502
411	-3.742	1.00	4.0404	-3.0404
428	-3.742	1.00	4.0404	-3.0404
618	-3.899	1.00	4.1682	-3.1682
734	-3.742	1.00	4.0404	-3.0404
779	-3.815	1.00	4.0994	-3.0994
855	-3.899	1.00	4.1682	-3.1682
911	-3.936	1.00	4.1977	-3.1977

a. Dependent Variable: Equal role

**n = 1019**

**Proportion of responses unexplained = 1.1%**

Q41 Satisfaction with relations with trade union representative

**n = 592**

**Proportion of responses unexplained = 0%**

Q43 Continue to work if won money

**n = 1013**

**Proportion of responses unexplained = 0%**

Q44 Satisfaction with physical working environment

**n = 1023**

**Proportion of responses unexplained = 0%**

Q14a Importance of a good rate of pay

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Rate of pay	Predicted Value	Residual
3	-3.510	3.00	4.7644	-1.7644
174	-5.506	2.00	4.7680	-2.7680
215	-3.519	3.00	4.7690	-1.7690
281	-7.499	1.00	4.7701	-3.7701
345	-3.522	3.00	4.7706	-1.7706
482	-5.504	2.00	4.7670	-2.7670
540	-7.500	1.00	4.7706	-3.7706
542	-3.521	3.00	4.7701	-1.7701
596	-3.513	3.00	4.7660	-1.7660
617	-3.512	3.00	4.7655	-1.7655
621	-3.512	3.00	4.7655	-1.7655
635	-7.488	1.00	4.7644	-3.7644
734	-3.525	3.00	4.7721	-1.7721
793	-3.518	3.00	4.7685	-1.7685
871	-3.511	3.00	4.7650	-1.7650
996	-3.508	3.00	4.7634	-1.7634
999	-5.497	2.00	4.7634	-2.7634

a. Dependent Variable: Rate of pay

$n = 1026$

Proportion of responses unexplained = 1.65%

Q14b Importance of good bonus schemes

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Bonus scheme	Predicted Value	Residual
52	-3.467	1.00	4.2851	-3.2851
54	-3.467	1.00	4.2851	-3.2851
119	-3.456	1.00	4.2753	-3.2753
120	-3.456	1.00	4.2753	-3.2753
223	-3.477	1.00	4.2948	-3.2948
268	-3.484	1.00	4.3013	-3.3013
293	-3.484	1.00	4.3013	-3.3013
351	-3.494	1.00	4.3110	-3.3110
379	-3.494	1.00	4.3110	-3.3110
391	-3.501	1.00	4.3175	-3.3175
507	-3.491	1.00	4.3078	-3.3078
540	-3.487	1.00	4.3045	-3.3045
825	-3.463	1.00	4.2818	-3.2818
979	-3.439	1.00	4.2591	-3.2591
993	-3.439	1.00	4.2591	-3.2591

a. Dependent Variable: Bonus scheme

**n = 776**

**Proportion of responses unexplained = 1.9 %**

Q14c Importance of good relationships with co-workers

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Co-worker relations	Predicted Value	Residual
56	-3.128	3.00	4.7054	-1.7054
63	-4.963	2.00	4.7054	-2.7054
119	-3.148	3.00	4.7160	-1.7160
297	-4.930	2.00	4.6877	-2.6877
309	-3.102	3.00	4.6912	-1.6912
337	-3.089	3.00	4.6842	-1.6842
424	-3.070	3.00	4.6735	-1.6735
425	-3.070	3.00	4.6735	-1.6735
426	-4.904	2.00	4.6735	-2.6735
446	-3.070	3.00	4.6735	-1.6735
528	-3.083	3.00	4.6806	-1.6806
540	-6.758	1.00	4.6842	-3.6842
542	-3.096	3.00	4.6877	-1.6877
565	-3.122	3.00	4.7019	-1.7019
622	-3.154	3.00	4.7196	-1.7196
633	-3.161	3.00	4.7231	-1.7231
678	-4.969	2.00	4.7089	-2.7089
681	-3.063	3.00	4.6700	-1.6700
690	-3.063	3.00	4.6700	-1.6700
734	-4.904	2.00	4.6735	-2.6735
735	-4.904	2.00	4.6735	-2.6735
810	-4.963	2.00	4.7054	-2.7054
880	-3.161	3.00	4.7231	-1.7231
896	-4.917	2.00	4.6806	-2.6806

a. Dependent Variable: Co-worker relations

***n* = 1026**

**Proportion of responses unexplained = 2.34%**



Q14d Importance of pride in service

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Pride in service	Predicted Value	Residual
155	-4.528	2.00	4.6733	-2.6733
540	-4.528	2.00	4.6731	-2.6731
549	-6.222	1.00	4.6731	-3.6731
583	-4.528	2.00	4.6734	-2.6734
658	-4.528	2.00	4.6733	-2.6733
665	-4.528	2.00	4.6733	-2.6733
675	-6.222	1.00	4.6734	-3.6734
759	-4.528	2.00	4.6731	-2.6731
991	-6.223	1.00	4.6738	-3.6738

a. Dependent Variable: Pride in service

**n = 1001**

**Proportion of responses unexplained = 0.9%**

Q14e Importance of opportunities for multiskilling

**n = 871**

**Proportion of responses unexplained = 0%**

Q14f Importance of good training opportunities

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Training opps	Predicted Value	Residual
92	-3.495	1.00	4.1412	-3.1412
96	-3.495	1.00	4.1412	-3.1412
103	-3.495	1.00	4.1412	-3.1412
156	-3.481	1.00	4.1290	-3.1290
166	-3.481	1.00	4.1290	-3.1290
375	-3.457	1.00	4.1076	-3.1076
549	-3.467	1.00	4.1168	-3.1168
583	-3.484	1.00	4.1321	-3.1321
704	-3.454	1.00	4.1046	-3.1046
734	-3.454	1.00	4.1046	-3.1046
858	-3.498	1.00	4.1443	-3.1443
960	-3.512	1.00	4.1565	-3.1565

a. Dependent Variable: Training opps

**n = 922**

**Proportion of responses unexplained = 1.3%**

Q14g Importance of overtime opportunities

$n = 925$

Proportion of responses unexplained = 0%

Q14h Importance of job security

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Job security	Predicted Value	Residual
34	-4.022	3.00	4.8346	-1.8346
63	-3.994	3.00	4.8217	-1.8217
106	-4.011	3.00	4.8295	-1.8295
224	-6.169	2.00	4.8140	-2.8140
262	-3.965	3.00	4.8089	-1.8089
263	-3.965	3.00	4.8089	-1.8089
271	-6.158	2.00	4.8089	-2.8089
273	-3.965	3.00	4.8089	-1.8089
383	-3.937	3.00	4.7960	-1.7960
452	-3.943	3.00	4.7985	-1.7985
462	-3.943	3.00	4.7985	-1.7985
542	-3.965	3.00	4.8089	-1.8089
573	-6.169	2.00	4.8140	-2.8140
636	-4.028	3.00	4.8372	-1.8372
642	-4.028	3.00	4.8372	-1.8372
665	-6.175	2.00	4.8166	-2.8166
730	-3.943	3.00	4.7985	-1.7985
740	-3.960	3.00	4.8063	-1.8063
758	-3.960	3.00	4.8063	-1.8063
835	-4.005	3.00	4.8269	-1.8269
1031	-4.045	3.00	4.8450	-1.8450
1056	-4.045	3.00	4.8450	-1.8450

a. Dependent Variable: Job security

$n = 1002$

Proportion of responses unexplained = 2.2%

Q14i Importance of good management style

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Management style	Predicted Value	Residual
64	-3.524	2.00	4.5534	-2.5534
156	-3.515	2.00	4.5463	-2.5463
281	-3.475	2.00	4.5176	-2.5176
344	-3.465	2.00	4.5105	-2.5105
375	-3.445	2.00	4.4962	-2.4962
380	-4.826	1.00	4.4962	-3.4962
431	-3.436	2.00	4.4890	-2.4890
433	-4.816	1.00	4.4890	-3.4890
444	-3.436	2.00	4.4890	-2.4890
451	-4.816	1.00	4.4890	-3.4890
464	-3.436	2.00	4.4890	-2.4890
471	-3.436	2.00	4.4890	-2.4890
483	-3.534	2.00	4.5606	-2.5606
540	-3.465	2.00	4.5105	-2.5105
549	-4.855	1.00	4.5176	-3.5176
573	-4.875	1.00	4.5319	-3.5319
595	-4.934	1.00	4.5749	-3.5749
665	-4.885	1.00	4.5391	-3.5391
769	-3.475	2.00	4.5176	-2.5176
966	-3.603	2.00	4.6106	-2.6106
999	-3.603	2.00	4.6106	-2.6106
1034	-3.613	2.00	4.6178	-2.6178

a. Dependent Variable: Management style

$n = 965$

Proportion of responses unexplained = 2.3%

Q14j Importance of a good pension scheme

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Pension scheme	Predicted Value	Residual
271	-3.857	1.00	4.3566	-3.3566
273	-3.857	1.00	4.3566	-3.3566
462	-3.803	1.00	4.3094	-3.3094
482	-3.939	1.00	4.4274	-3.4274
549	-3.857	1.00	4.3566	-3.3566
751	-3.844	1.00	4.3448	-3.3448
795	-3.898	1.00	4.3920	-3.3920
985	-4.034	1.00	4.5099	-3.5099

a. Dependent Variable: Pension scheme

$n = 890$

Proportion of responses unexplained = 0.9 %

Q14k Importance of number of days Annual Leave

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Days A/L	Predicted Value	Residual
3	-5.780	1.00	4.6080	-3.6080
544	-4.181	2.00	4.6096	-2.6096
547	-4.181	2.00	4.6096	-2.6096
737	-4.181	2.00	4.6098	-2.6098
738	-4.181	2.00	4.6098	-2.6098
942	-5.780	1.00	4.6079	-3.6079

a. Dependent Variable: Days A/L

**n = 995**

**Proportion of responses unexplained = 0.6%**

Q14l Importance of good promotional prospects

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Good promo prospects	Predicted Value	Residual
62	-3.000	1.00	3.8930	-2.8930
63	-3.000	1.00	3.8930	-2.8930
476	-3.009	1.00	3.9016	-2.9016
482	-3.009	1.00	3.9016	-2.9016
813	-3.000	1.00	3.8930	-2.8930
960	-3.072	1.00	3.9623	-2.9623
1032	-3.081	1.00	3.9710	-2.9710

a. Dependent Variable: Good promo prospects

**n = 861**

**Proportion of responses unexplained = 0.81%**

Q14m Importance of a friendly atmosphere

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Friendly atmosphere	Predicted Value	Residual
56	-3.492	3.00	4.7438	-1.7438
62	-3.492	3.00	4.7438	-1.7438
154	-3.488	3.00	4.7422	-1.7422
216	-3.482	3.00	4.7391	-1.7391
247	-3.476	3.00	4.7361	-1.7361
263	-3.476	3.00	4.7361	-1.7361
322	-3.479	3.00	4.7376	-1.7376
328	-3.473	3.00	4.7345	-1.7345
383	-3.461	3.00	4.7284	-1.7284
446	-3.464	3.00	4.7299	-1.7299
451	-3.464	3.00	4.7299	-1.7299
488	-3.495	3.00	4.7453	-1.7453
527	-3.470	3.00	4.7330	-1.7330
528	-3.470	3.00	4.7330	-1.7330
536	-3.473	3.00	4.7345	-1.7345
549	-3.476	3.00	4.7361	-1.7361
565	-3.488	3.00	4.7422	-1.7422
572	-3.488	3.00	4.7422	-1.7422
583	-3.492	3.00	4.7438	-1.7438
598	-3.501	3.00	4.7484	-1.7484
636	-3.510	3.00	4.7530	-1.7530
690	-3.461	3.00	4.7284	-1.7284
703	-3.464	3.00	4.7299	-1.7299
810	-3.492	3.00	4.7438	-1.7438
880	-3.507	3.00	4.7515	-1.7515
897	-3.470	3.00	4.7330	-1.7330
920	-3.513	3.00	4.7545	-1.7545
934	-3.513	3.00	4.7545	-1.7545
986	-3.516	3.00	4.7561	-1.7561

a. Dependent Variable: Friendly atmosphere

$n = 1005$   
Proportion of responses unexplained = 2.9%

Q14n Importance of contact with patients

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Contact with customers	Predicted Value	Residual
264	-3.262	1.00	4.1156	-3.1156
431	-3.234	1.00	4.0883	-3.0883
462	-3.234	1.00	4.0883	-3.0883
476	-3.305	1.00	4.1565	-3.1565
549	-3.262	1.00	4.1156	-3.1156
687	-3.227	1.00	4.0814	-3.0814
731	-3.234	1.00	4.0883	-3.0883
732	-3.234	1.00	4.0883	-3.0883
735	-3.234	1.00	4.0883	-3.0883
801	-3.291	1.00	4.1429	-3.1429
808	-3.298	1.00	4.1497	-3.1497
849	-3.327	1.00	4.1770	-3.1770
858	-3.327	1.00	4.1770	-3.1770
879	-3.334	1.00	4.1838	-3.1838
881	-3.334	1.00	4.1838	-3.1838
985	-3.355	1.00	4.2043	-3.2043
993	-3.355	1.00	4.2043	-3.2043

a. Dependent Variable: Contact with customers

n = 916

Proportion of responses unexplained = 1.85%

Q14o Importance of contact with Nurses

n = 928

Proportion of responses unexplained = 0%

Q14p Importance of contact with Doctors

n = 858

Proportion of responses unexplained = 0%

Q14q Importance of contact with supervisor

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Contact with supervisors	Predicted Value	Residual
30	-3.025	2.00	4.4346	-2.4346
56	-4.230	1.00	4.4051	-3.4051
247	-4.194	1.00	4.3755	-3.3755
344	-4.186	1.00	4.3696	-3.3696
409	-4.164	1.00	4.3519	-3.3519
492	-4.238	1.00	4.4110	-3.4110
549	-4.194	1.00	4.3755	-3.3755
665	-4.216	1.00	4.3933	-3.3933
911	-3.039	2.00	4.4464	-2.4464
974	-4.289	1.00	4.4523	-3.4523
1032	-4.296	1.00	4.4582	-3.4582

a. Dependent Variable: Contact with supervisors

n = 971

Proportion of responses unexplained = 1.13%

Q14r Importance of contact with supervisor's boss

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Contact with supervisor's boss	Predicted Value	Residual
258	-3.504	1.00	4.1915	-3.1915
270	-3.504	1.00	4.1915	-3.1915
375	-3.514	1.00	4.2013	-3.2013
402	-3.518	1.00	4.2046	-3.2046
409	-3.518	1.00	4.2046	-3.2046
549	-3.504	1.00	4.1915	-3.1915
664	-3.493	1.00	4.1816	-3.1816
665	-3.493	1.00	4.1816	-3.1816
733	-3.518	1.00	4.2046	-3.2046
801	-3.489	1.00	4.1783	-3.1783
855	-3.471	1.00	4.1619	-3.1619
894	-3.511	1.00	4.1981	-3.1981
902	-3.460	1.00	4.1520	-3.1520
903	-3.460	1.00	4.1520	-3.1520
974	-3.457	1.00	4.1487	-3.1487
1043	-3.453	1.00	4.1454	-3.1454

a. Dependent Variable: Contact with supervisor's boss

n = 950

Proportion of responses unexplained = 1.7%

Q14s Importance of job variety

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Job variety	Predicted Value	Residual
155	-3.710	1.00	4.1482	-3.1482
229	-3.702	1.00	4.1408	-3.1408
243	-3.702	1.00	4.1408	-3.1408
281	-3.693	1.00	4.1334	-3.1334
354	-3.680	1.00	4.1222	-3.1222
549	-3.693	1.00	4.1334	-3.1334
665	-3.706	1.00	4.1445	-3.1445

a. Dependent Variable: Job variety

**n = 942**

**Proportion of responses unexplained = 0.74%**

Q14t Importance of union representation

**n = 884**

**Proportion of responses unexplained = 0%**



## **Appendix 11**

### **Alternative qualitative methodologies**

Researchers can gather qualitative data through listening and observing participants either with the participant's knowledge (overt) or without (covert). Because it would be impossible to observe all that is happening at one time, observation tends to be undertaken at specific times, in particular locations or during the course of certain routines/ circumstances. A researcher who uses this method generally has an idea of the research aims as this determines what, who and when they observe, although these can adapt as the research progresses. There are of course ethical issues with undertaking covert observation in particular, since the researcher disguises as a participant in the social setting to observe. Although the method causes no physical harm to the participants, their rights and interests are being threatened through deception. Often this method is used though in settings that researchers may not otherwise have access to such as studying secret, deviant or non-conformist populations. It is also important to consider the impact that the researcher has on the field setting and the participants when using this method, whether this is because the participants are aware of being 'watched' or because a new face has joined the setting. Participant observation is often used in ethnographic studies that aim to describe a culture through interpreting the social expressions between individuals and groups. In this methodology the researcher becomes a member of the culture and so is able to observe the same phenomena as that of the research participants. Using this approach the researcher is able to make detailed examinations of people, their social discourse and the events in their lives, which forms the basis of their interpretation of underlying concepts, symbols and definitions.

In this investigation, it would have been difficult for the researcher to observe the activities of catering, domestic and portering staff in a NHS Trust due to the 'roaming' nature of the role. During their shifts, ancillary staff move around the hospital cleaning different ward areas, delivering food trolleys or transporting patients, on an individual and group basis, so the researcher would either have to had to select a group or individual to follow around or chosen an area that ancillary staff tend to pass through. Either way the setting that was being observed would be somewhat

artificial as the ancillary staff would be suspicious of being watched whilst performing their duties and would adapt to there being a stranger watch their every move. Although this may have declined over a period of time as the ancillary staff became used to the researcher, such lengths of time and resources were not available

Overt or covert observation are methods that could not even have been considered an option in this investigation due to the time and financial constraints of the sponsored research. It would have taken many weeks or even months to gather such qualitative data from a number of Trusts in the Forum that would then have to be analysed and reported upon, and would far exceed the time restriction of the research to 60 working days.

Qualitative data can also be gathered using interviews, which can be defined as 'conversations with a purpose' (Berg, 1998, p. 57). There are 3 types of interviews. Firstly structured interviews have a series of predetermined questions that are expected to draw out the respondents' opinions, thoughts and attitudes and so with this the researcher demonstrates a clear idea of the relevant areas of the research topic. This method would have been conducive with the key stakeholder's preference for comparative information (as displayed in their priority for a questionnaire study) as each respondent's opinion is measured on the same facets, but once again the time and financial constraints of the research prevailed. Interviews are undertaken on a one-to-one basis and so has an immediate effect on how long it would take to reach a representative group of participants and the practicality of reaching front-line staff during their working hours. This of course has the same implication for the other types of one-to-one interview that exist. In an unstructured interview the questions are developed as the responses are given, and so the interview develops and adapts with the participants. The flexibility of this approach allows the researcher to gain further information about various issues that arise by asking additional questions. Had it been possible, this approach would have been the most appropriate for exploring sources of motivation at the beginning of the research to conceptualise the needs in Maslow's model. Finally, a semi-structured interview has both a series of predetermined questions and the scope to allow respondents to digress and the researcher to gain further information about various aspects. This method would also have been appropriate for the first stage of the research by permitting the conversation with the ancillary worker to be focused around each of Maslow's needs.

Nevertheless, each of these methods are restrained by the level of time commitment they require and with this is the financial pressure of undertaking a commissioned study.

## Appendix 12

### Focus Group questions

#### ***1. What do you like about your job?***

**Prompts:** Do you get on with your supervisor or manager?

Do you get on with the people you work with?

Is it the patients, the Trust, the environment you work in?

Is it the money?

#### ***2 What do you dislike about your job?***

**Prompts:** Do you get on with your supervisor or manager?

Do you get on with the people you work with?

Is it the working environment, the Trust?

Rate of Pay?

Chances of promotion?

Hours of work?

#### ***3. How satisfied are you with the number and variety of tasks in your job?***

**Prompts:** Are there too many or too few?

Do you feel stretched by the number of tasks you have to do?

Do you feel you can give your full effort to each task?

**Either question 4a & b or 4c depending on type of staff**

#### ***4a. Would you like to be multiskilled, say as a ward assistant, as in other Trusts?***

**Prompts:** Do you understand what being multiskilled is? Trained in performing additional skills to your present job, e.g. allocated wards to clean, change lightbulbs, minor handywork, feed patients their meals, respond to patients requests

Do you think there would be any benefits from being

multiskilled? - greater employability, job security, greater job

variety?

Do you think there would be any disadvantages being multiskilled -not enough attention to individual tasks - spread too thinly?

***4b. Why is this?***

**Prompts:** Greater employability

Greater job security

Unskilled in a lot of tasks rather than skilled in a few

***4c. Do you prefer being multiskilled?***

**Prompts:** Do you like the variety of tasks you now do more than before?

Do you feel more secure in your job now you have more skills?

What do you like about being multiskilled?

Is there more continuity with the task, i.e. seeing the patient improve in their health?

Is there any difference with your job now that you are 'multiskilled'?

***5. What do you think of the Trust as an employer?***

**Prompts:** Do you feel valued by the Trust as an employee?

Does the Trust treat you fairly as an employee?

Does the Trust keep you informed about relevant developments affecting you as an employee?

***6. Are you satisfied with working for the Trust?***

**Prompts:** Have you had any problems with the Trust?

Do they value you?

Would you recommend it to other people as a good employer?

***7. Are you satisfied with working with your supervisor and manager?***

**Prompts:** Do you get on with your supervisors and managers?

Do they treat you with respect?

Do you feel they keep you informed about relevant events?

Has anyone had any bad experiences with your supervisors/managers?

Would you feel comfortable going to them with a problem, or for advice?

***8. Do you feel appreciated working for the Trust?***

**Prompts:** Do they keep you informed?

Are they a fair employer?

***9. What do you think motivates people to work for the Trust?***

**Prompts:** Is it a sense of serving the people?

Do you work for the Trust because you like helping people get well?

Are they a trusted and reliable form of employment?

Is it a secure employer?

***10. Has the Trust done anything to address your job satisfaction?***

**Prompts:** Do they have staff training schemes for you?

Has the Trust got Investors in People? Do you know what this is?

Has the Trust got any procedures for you make suggestions to them about the Trust or your job?

Can you tell your manager or supervisor if you are dissatisfied with an aspect of your job? Would you feel comfortable?

Anything you think the Trust could do, but hasn't, to address your job satisfaction?

***11. What gets you out of bed in the morning to come to work?***

**Prompts:** Have to earn a living?

Enjoy the work?

Enjoy the company?

Gets you out of the house?

***12. What aspects of your job are most important to you?***

***(USE FLIPCHART)***

**Prompts:** Name the five most important aspects of your job

Job security

Friendly atmosphere

Good relationship with co-workers

Pay

Pride in service - done the job well

***13. Anything else that we haven't looked at that you would like to add?***

## Appendix 13

### Focus Group Agenda

HEALTH SERVICE FACILITIES MANAGEMENT  
RESEARCH AND APPLICATION FORUM  
FOCUS GROUP INTERVIEWS

AGENDA

CURRENT JOB

*Example question*

What does your job entail?

JOB SATISFACTION

*Example questions*

What do you like about your job?

What do you dislike about your job?

WORK MOTIVATION

*Example question*

What makes you come to work?

IMPORTANCE

*Example question*

What aspects of your job are most important to you?

ANYTHING ELSE ?



## Appendix 14

### Focus Group Transcripts

#### TRUST A - BASSETLAW DISTRICT HOSPITAL

Friday 8 January 1999

**Present:** A. Louise Smith  
B. Liz Clark  
C. Sue (Ward Assistant Supervisor)  
D. Elaine (Ward Assistant)  
E. Ann (Ward Assistant)  
F. Margaret (Ward Assistant)

A. All the responses that you give us will be treated confidentially, its going to be written up in a report but it's not going to say who said what and which hospital it came from just what the comments are.

D. Have you got to report after?

C. Pardon?

D. Have you got to report after?

C. No

Laughs

D. Right we can say anything then can't we!

E. That's why she wanted to stay!

A. Want something nice and juicy then!

E. Right then

A. So to begin would you mind introducing yourselves, please

C. I'm Sue

D. Elaine

E. Ann

F. Margaret

A. And er you're ward assistants

E. Sue's a supervisor

C. team leader

A. Team leader, right

C. The new word

A. Erm, First question is what do you like about your job?...Anyone?

E. Flexible, its er interesting, it can be.. its more interesting than the job we had, which was domestics.

D. It keeps you busy

F. It does

E. You never know what's going to happen next (laughs) or where you're going to be sent, you have to do runs to pharmacy and er medical records, yeah its varied.

D. Which I should be there now, but..

E. I'll do that for you

D. But Ann's going out

E. I'll do that for you

C. But you work as a team as well don't you?

E. Yeah, team work, it works better with the nursing staff, it definitely does,

you get better thought of, you know, it did start off a bit us an them, but once they got used to us, 'cause I think they were a bit feared of their jobs, but I think once they got used to us and see we were no threat

A. So how long have you been ward assistants?

F. Two

E. Two and half years

A. Oh right, right, and what were you classed as before?

F. Domestic

A. Domestic.

D. Just cleaning.

E. Now we do that plus..

A. everything else

Laughs

E. Still do the cleaning.

F. You get to know the patients a lot better as well, don't you

E. Yeah more patient care

A. Do you cover lots of wards or..

E. No, one ward, but we have to be flexible because we might be called upon to go on another ward, that is generic

A. So you see the patient from when they come to when they go out?

E. yeah

D. yeah

F. That's right yeah

E. Which is better, I think they were on about making us going on different wards, but we did try it, when we first started and it wasn't right because you forgot who,..., you know you save time by knowing the patient and their needs, go on to a different ward and you don't know the patient, you've got no idea, and you start from scratch all the time, staying on at the same ward it is better

F. 'Cause when we're off the patient sometimes asks whether we're poorly or if we're on holiday, you know they get to know where we are because they get to know us

D. But I don't because I work on an admissions ward, so they're not in long, they come in for a couple of hours and then they go up to the ward, so we don't get to know them very well do we up there

E. So its harder in a way

D. Its different

C. on that ward, on admissions, because they don't get to know them at all, you know its like

D. Its 24 hours more, so next day they're all different.

E. Ours is Rehab, so they could be in for weeks, months

F. Two totally different wards aren't they

E. I do like to go on their ward because it is varied, yeah I do like to get up there

D. It keeps you on your toes

C. See at the moment, we've only got the two areas that are generic and hopefully by the end of the year the whole hospital will be generic

A. So you see it as being successful then

C. Yeah, yeah

A. Second question, what do you dislike about your job?

E. Staffing levels, there's never enough of us, but that's going to change we've been told

- A. And how long have you been told that?  
Laughs  
E. Well, it all seems to be a problem not being able to get enough staff together, you know like we've got examples coming up that we can't get overtime when we need it, you know that's the thing  
D. And its hard on your own, it is hard  
A. So that's the main one.  
E. Yeah that's the main one  
F. Yeah  
E. And really you're doing the domestic side of it more because you haven't got the time to do the other jobs, you're losing out really  
F. Yeah  
E. It could work better with more staff  
F. That's what we need  
A. Anything else you don't like?  
D. No not really, I think its just that  
F. No I think its just that, because it does make it a job when you're on a ward on your own  
E Staffing levels  
F. Cause we do two lots of meals, don't we in a morning and sometimes girls are left on their own could be two or three days couldn't it...I mean you try to go down and help, but its not always feasible is it  
E. No, no  
A. Right, erm...how satisfied are you with the number and variety of task in your job? I think we've covered that haven't we.  
E. Yeah its alright yeah  
F. Yeah its no problem  
A. Are you a lot more satisfied than before?  
D. Yeah yeah  
F. It gives you that variety doesn't it  
E. Yeah yeah  
D. Yeah, you're not just cleaning are you you're doing other things, it makes it a bit more interesting, time goes quicker, yeah  
C. Not enough hours in the day  
D. No, there's not enough hours is there (laughs)  
A. So do you prefer being multiskilled than..  
E Yeah, definitely  
D Yeah.  
A. Erm, what do you think of the Trust as an employer?  
E. Oh they're brilliant (sarcastic)  
Laughs  
A. We won't tell anyone  
E. No I think they're brilliant  
laughs  
E. No I think they're good, they listen to you if you've got a problem they listen to you.  
A. Have you worked here a lot of years?  
E. Elaine's longest  
D. Why d'you all look at me?  
Laughs  
E. How many 15  
D. 20.. you can tell

- A. How long..  
F. I've been here 4 years  
E. 6, 6 and a half  
C. I've been here 13  
A. wow  
Laughs  
A. So it can't be too bad then  
All: No  
C. We've seen a lot of changes though haven't we?  
E. Oh yeah, definitely  
A. So why are you satisfied working for the Trust, is it...  
E. They do listen to you, if you've got a grievance they are willing to listen and if you're right they do all they can to put it right for you, they do listen to you  
A. So they've got procedures if you've got a complaint  
All: Oh yes, yeah  
D. They're very good  
A. And they're quite effective?  
E. Yes, oh yes  
C. I think they get more involved now as well, don't we?  
F: Yeah with the meetings  
D. Yeah more than we used to  
E. Very approachable, especially as we are, I think there is more, er communications like this than before  
F. I mean we try to get a meeting nearly every month, don't we  
C. Yeah, yeah  
A. Just to keep you updated about things  
C. Yeah yeah and..  
F. And if we've got any problems, then we can say what our problems are at these meetings  
E. Not all the time  
D No not all the time  
Laughs  
F. Yeah but we can can't we  
A. Is it a meeting of all the ..  
F. Its all the generics, and Mrs Mathers, Sue'll be there  
A. Right  
D. There's not many of us is there, there's about 12 at the moment, all together, is it 12 or 11, there's some in the morning and afternoon  
C. There's 11  
A. Are you satisfied working for your manager, I won't say supervisor since you're here  
Laughs  
C. Yeah yeah we're alright aren't we  
E. yeah erm  
A. Have you had any bad experiences with them or..?  
All. No no  
A. They're quite fair?  
E: yeah yeah, I mean people are different, you do get the odd exception, you know just just try and avoid them, don't you (laughs)  
D. Come on spit it out, come on  
E. Its Ros Newton, I can't stand her

All. Laughs

D. You don't get on with her do you

E. You're not supposed to mention names, no but she's not nice

A. Is she your manager?

E. She's unapproachable

D. Under Betty isn't she

C. Yeah, you see I've got a different view of her because I find her approachable, yeah its just the different

D. I find Sue better than Ros

C. Would you

D. Yeah, yeah

E. I think Betty is better, you know you can talk to her, whereas Ros I can't, she's always looking at you for another reason, you know, I've had a couple of bad run ins with her

D. You've got questions she can't answer haven't we

E. Mmm

A. So you'd go to Betty if rather than go to..

E. Definitely, well go to Sue

B. Is this person your direct boss?

C. Yes

A. And you get on with her?

C. Yes, I do actually, yeah, its just different with others isn't it

E. Hmm, I'm not keen on her

Laughs

F. There's not many like her though is there

D. They might not admit it though but

E. She's stand-offish

A. Okay, do you feel appreciated working for the Trust?

C. Yes

A. Valued?

F. Yes

A. How do they get that across? Is it just that there..

E. They give us more money, they give us a nice little bonus before Christmas

All: Yes, (laughs)

F: Yeah, it was back payment

E. They didn't like it they were kicking and screaming, but they gave us it

F: It was nice

D. Yeah it was very very nice

F: Yeah I mean what we've done to try and get it going because it was very hard work, weren't it

All. Oh yeah, yeah

E. There was a lot of opposition when we first started

A. Was that from nurses?

E. and porters

D. Porters

E. Everybody really, because they thought we were taking their jobs, you know

C. But its because they didn't understand that we weren't, its alright now

B. Did any of the porters, were any of them interested in becoming a generic worker?

All. No, no not them

- F. No they're dead against it  
B. They never are, I don't know why?  
F. They don't want to clean many erm  
E. Toilets, yeah  
F. Yeah toilets to be honest  
C. I think they were a bit afraid that they might have to put some rubber gloves on, and walk around  
D. Could you imagine taking them in toilets?  
Laughs  
D: I mean its bad enough at home  
C. ....the actual working on the ward, I mean is that why they don't want to join us?  
E. I don't know  
E. I think they're happy in their own little environment, I think that's it  
F. I can't  
E. Well no at the moment they're just don't.. they're just dead against it aren't they, they don't want to join?  
F. Yeah  
A. Is it still being offered that you can become ward assistants?  
C. Oh yes, we're just rolling the rest of the wards out now, yeah well by the end of January, we're hoping to set C level up aren't we, yeah so everyone's entitled to put their applications in, its open to everyone in Hotel Services, but we don't seem to get the porters though do we  
D. No dead against it  
A. Do your jobs cross over into their field the porters?  
F. We do some jobs, you know, such as meals, we'd have to bleep them and they'd have to bring us one, where we fetch them now, like I've got to go and fetch some medical records they'd bring em over, everything we  
D. Taking blood  
E. Yeah things like that, or take patients somewhere we can do it where they had to do it  
A. Right  
D. There are one or two things they still do  
A. Do you have to get special training then to be, to do some of the  
E. I think we had half an hour didn't we  
Laughs  
D. No we didn't, you weren't here  
E. I missed it  
F. Didn't we have 30 hours  
D. You were on holiday  
F. Did Brian Gibbs do 30 hours between beginning to.. we had a full week didn't we, something like 9 while half three four o'clock weren't it?  
E. Yeah I think we could do with a little bit more  
D. But, you learn it as you go along, really, I don't think it did us any good really, do you  
E. No I think it should be..  
D. Learn it as you go a long  
E. Such as patient handling, I think we had about 3 hours was it  
C. Its not enough really, you need a bit more, I think that's where it falls down  
A. Is that about lifting them and  
E. Transferring patients from a wheelchair to a chair, wouldn't dare do it,

cause as I said we had about 3 hours, it just wasn't enough. You know if you think their good at transferring then you'll have a go, but you just don't feel safe

A. Do you have to do that on your own?

E. No they don't expect us to do because they know we haven't had enough training, but we will if we think we're good enough to do it

A. Right

C. What about the implications you know with handling patients?

E. Like I say we've had 3 hours didn't we

F. Mmm

B. What about the NVQ training, I noticed a couple of you wearing NVQ badges, what have you gained out of that?

D. Rubbish (laughs)

C. I think we've all done it haven't we

D. I've lost me badge, but I have done it

B. So was it just level 1

E. Yeah it was Level 1, but it was a bit of an insult, we should have done Level 2 to start with

B. Is there any chance of you getting Level 2?

C. Yeah, we hoping, we think its going to be offered

E. Is it?

B. And will that be a promotion attached to it or just get the training

C. No, no just the training

D. There's nothing,.. there's no incentive at all

F. You don't actually get anything out of it

E. There's no extra money or anything

A. How long's the NVQ course?

C. It's as long as it takes you

A: Oh right

E. Like er such as myself

D. We were guinea pigs weren't we

E. With delays and stuff it were a year, because we didn't know what we were doing and they didn't know what they were doing, and how can people show you what to do when they don't know themselves, and of course I had Ros Newton, who I can't stand anyway, who was my assessor, so it took forever

All: Laughs

F: I must admit mine didn't take as long as what the other's did

E. Because they were the second lot that went so they knew what they were doing

F. You did a lot of writing what really wasn't necessary they said didn't they

E. My folder was this thick for level 1, it was really silly

A. What sort of things does that cover, NVQ?

E. Bed making, toilet cleaning

A. You have to write essays on them?

E: Yeah (laughs)

C. Its not necessarily, I mean you could choose how you want to do your work can't you you don't have to do a lot of writing, you did on the first couple of modules

D. As first we did, we got no choice, she'd say that

C. Because, yeah, cause that was Health and Safety wasn't it, but didn't realise that

- A: So Level 2 is going to come in?  
C: Hopefully yeah, hopefully, they're going to go for Level 2, we're still getting ladies through on Level 1  
A: Right  
D: Without a badge  
Laughs  
D: I'll write it in  
C: But you have to pay for it because you lost it  
Laughs  
A: What do you think motivates people to work for the Trust? Is it patient contact or is it that the Trust's a good employer, secure.  
C: I think its I think its  
D: I think the initial thing is to get a job, isn't it, and I mean to stay here as long as we have, it must be something  
A: Yeah  
C: I think its also good because we get like paid for sickness and we get good holidays and I think that's got a lot to do with it as well hasn't it?  
A: And then is it the patients? Or does, I mean is that just a perk of the job?  
F: Some can be a perk yeah.  
A: Only some?  
Laughs  
E: Its better than working, like I used to work in a factory, you know, and you might as well have been like a monkey doing the same job, where this you need to think, you need to think on your feet, don't you? It makes you feel you're needed  
A: Right, has the Trust done anything to improve your job satisfaction? That you know of?  
C: Well I think becoming generic  
All: Mmm, that did it, yeah  
F: There wasn't really satisfaction before  
D: No not really  
A: Anything that they could do further to increase it?  
E: Apart from giving us more money, well  
All: Laughs, we can't have more money  
A: You wouldn't know what to do with it!  
E: They can't give us anymore  
E: More staff, definitely  
A: More staff  
A: Erm, what gets you of bed in the morning to come to work?  
E: Loyalty, that's what it is, loyalty to your team  
F: You feel as though you're letting the others down if you don't come, I mean Elaine she came over Christmas and really she shouldn't have been in  
D: I was poorly  
F: But you feel as though you're letting somebody down, so you come while you can and then you just suddenly drop don't you if you don't get any better  
D: Yeah, cause I knew we were short staffed at Christmas  
C: Yeah they're a good team actually  
F: We don't like letting each other down  
All: No we don't no  
A: How many's in the team?  
C: We've got 11 across the day, but yeah 6 ladies in the morning team



D. but at weekends and bank holidays and that there's only 4 in't the  
C: Yeah but that yeah but that..basically there's only 6 of you  
D: Yeah all together  
C: Yeah but you don't all work together at the same time  
D: No  
F: You know when we can, when we're allowed, we'll come in on us days off, you know, but at the moment  
E: No overtime  
C: They're very flexible, very flexible, aren't you, they're very good  
A: Was it quite busy over Christmas then?  
E: Quite?  
Laugh  
E: They got bunk beds in and..  
D: Put them on corridors on C2  
E: It was closed I think  
D: Because it was so full  
E: Chocka  
A: Was it. Is that all the flu that's been going round  
E: yeah, yeah the doctors would say save going to hospital just taking an aspirin or something weren't they?  
A: Erm, what aspects of your job are most important to you? And we're going to put them on the flip chart.  
F: Patients always come first don't they?  
All: Yeah, mm  
A: Patients...what else  
F: You've got to be able to get on with each other  
D: Yeah working as a team  
F: As a team, and we've got to like mould together  
C: Yeah  
D: Holidays now  
Laughs  
D: That's most important to me (laughs) and I do that 5 a year  
F: We don't really have that many incentives  
D: She seems to get more than anybody else, and we don't know why  
A: How many days do you get a year?  
D: About 120 knowing her (laughs)  
C: We get 26 statutory and then there's bank holidays, and it depends on your service. I think we're all on full increment now, aren't we?  
E: No Elaine gets more because she's been here more years, you get more don't you, you get about 28 don't you  
C: yeah well I do, after 10 years you get 28  
E: I don't get 28 days yet  
D: you don't, you do surprise me? (Laughs)  
F: We're watching you this year  
D: Yes we are (laughs) we're writing them down aren't we Margaret  
F: We are, just don't let out of work  
A: What else  
C: Give us the question again, will you  
A: What aspects of your job are most important to you?  
E: I suppose there is job satisfaction as well  
F: Getting paid  
A: That's alright

D: Put that top  
Laughs  
A: We can order them afterwards....Is it a secure employer?  
D: Oh yeah  
A: Is that important?  
C: As long as you you know play a part, then they're secure  
A: Are you monitored in your work, I mean  
D: No, no we're not  
C: Yeah  
D: Are we?  
A: Ooh  
Laughs  
C: You didn't know that did you  
Laughs  
A: What like if something doesn't get done then you know who hasn't done it? If someone doesn't pull their weight then  
C: Well  
F: We monitor it don't we  
Laughs  
D: We do have a moan don't we  
E: We do, well you see with us not seeing some of the girls only way we can get to them is through Sue, but if we're working with them then we moan at each other, usually we think get lost we'll do it there anyway, and we do it anyway  
C: You're monitored in other ways as well mind, cleaning the ward  
All: Mmm  
C: yeah cleaning and things like that  
E: Cause if they're watching us and they're not doing their job properly then I think  
A: Do the patients have any..any moans  
All: Oh yes, sometimes, yes  
D: We have a survey, give them a patients survey what we take round every so often for them to fill in, and then we threaten them if  
Laughs  
F: If they do tell us anything, then you know we pass it on to the nurse in charge and she you know she..  
E: Its mainly the meals you know that they moan about. They think they've come to a hotel  
D: Its not good enough for them is it, whatever you give them  
C: no  
C: Some are really good comments though, some are great  
B: Do you know how your comments compare from your wards to the comments from the non-generic wards, are your comments any better any different?  
C: You mean from the patients?  
B: yes  
C: Well I think really you'd have to speak to Ros Newton, because she does deal with all the patient surveys, so I couldn't really give you a clear picture of  
B: It's not fed back to you  
C: No not usually  
E: Only we get charts don't we where

C: Oh yes, we've got  
E: We've got one on the wall at the moment, and we are good except for food a bit low  
C: Yeah but that's just overall isn't it, does it go on ward?  
E: It tells every ward off for each indication, so every wards on it  
C: Oh well, so that's the only way we get feedback from them isn't it  
E: I'm going to have go I'm afraid  
A: Okay, thank you very much for coming  
D: Don't forget to hand those notes in for us, thanks  
E: No talking about me when I've gone  
Laughs  
C: She was the one doing most of the talking  
A: Er..what other aspects are important?  
D: Communicating with each other I think  
F: Yeah yeah, working as a team  
A: Is it..do you get like pride in what you do, is that  
All. mmm  
F: Yeah cause if you don't get a job done, you worry about it you know, you sort of think, ooh you've got to get that done  
C: Yeah, I think the Trust as a whole are into going for these awards as well.  
A: Yeah  
C: Have you.. yeah they go in.. we've just got one  
D: We've just got one haven't we!  
F: Yeah a Kimberly-Clark yeah, Nation-wide award for the best cleaned hospital  
D: We got our picture in the paper  
A: have you, oh very good  
F: Yeah as a team, so we've won that  
C: So they are into that in a big way, going for awards  
A: What did you have to do for that, did they just get an inspector out  
C: yeah just an inspector came and chose where he wanted to go so it wasn't actually pre prepared you know he just wanted to go where he wanted to go yeah and we came out tops so it was well done to them, yeah they did well  
A: I know, have you just got Charter Mark?  
C: Yeah we got Charter Mark yeah  
A: We got a Christmas card with it on from Brian Gibbs  
Laughs  
C: Oh did you, yeah he's won everything  
C: Excuse me you should have that on your badge as well  
D: Eeh I know, no Charter Mark, no NVQ, I want a new badge  
C: You should have a little sticker on it  
D: I'll draw one then  
Laughs  
A: Right  
F: Investors in people and all that  
A: Has that made any difference?  
F: Well you know you have your say, because you have your interviews don't you, I mean as I say, you do have more of a say in what happens don't you now, than we used to  
C: yeah  
A: How do you..is that through meetings  
C: Yes

- A: Are there like suggestion schemes is that just through the meeting or is there like a suggestion box?
- C: Well we're always asking for suggestions are they, I mean the meeting we had the other day, Brian Gibbs he stressed on that didn't he, anyone who's got any ideas, put them forward
- F: But if you've got a problem at these meetings that's your chance to really discuss it and sort of through it about and try and come up with a solution, you know and usually 9 times out of 10 you come up with solution, don't we
- C: They do listen to your ideas as well
- D: yeah
- A: If you had a problem, would you go, I mean who would you go to?
- F: Sue
- A: If you had a problem who would you go to?
- C: Ros Newton
- Laughs
- F: That's the procedure you see, if we've got a problem Sue's our team leader so first of all we would go to Sue, you know if its about the ward and then Sue, if she can't sort it out then she has to go onto her immediate superior, so it goes like that till its sorted doesn't it
- A: So is it effective, does it sort it out?
- F: Mm I think so yeah
- D: Mmm
- A: Quite good
- F: I don't think we've had anything we haven't been able to sort out have we
- D: Except us moaning
- Laughs
- B: Do your ideas get more listened to than colleagues on the non multiskilled wards or is it even across the directorate?
- C: At the moment we all tend to go to the same meetings don't we, I mean we dot have a meeting generic wise
- D: Yeah
- C: With Betty don't we, but the other meetings we just generally all go don't we
- F: Mmm
- A: What like Trust wide meetings
- C: Yeah, like one the other day was for all Hotel Services wasn't it, mm
- D: I think it was good that meeting
- C: Yeah very good
- A: So at these meetings do they tell you what's been going on, and you can moan at them?
- D: Yeah (laughs) we moan at them
- F: We also have a report that's from the management, that's read out to us every month
- C: Yeah a team brief
- F: and a copy is left in our cupboard, so you can look at it if you weren't there and that covers everything you know from management right down to ...they tell us everything don' they financial position
- A: and do you have training opportunities, I mean this NVQ that you've done was that told to you about in a meeting, I mean were you told about it in the meeting
- D: Yeah
- F: Yeah and then just before you started to actually do it, we had another

meeting you know, to show you how it was more or less wanting to be laid out, you were just said here's a book go and do it.

C: We have staff appraisals as well, where the ladies say if they want any training or anything, that's once a year, isn't it, so they can stress their views on what they want to do, or how you want to go forward on that can't you?

D: Mmm

F: Yeah

A: Was the training, NVQ optional? You didn't have to do it?

D: No you didn't have to do it

F: Not if you didn't want to..I think they'd like everybody to do it

C: Yeah but there's no pressure though

F: No you there's no pressure you know you've got to do it sort of thing, its entirely up to the individual if they want to do it

B: So what's in it for you by doing it?

D: Nothing

Laughs

C: Its just a qualification you know, everyone's got their qualification, its a City & Guilds, so they take that qualification with them wherever they go

D: You don't get anything extra

F: We didn't get anything actually extra for doing it, we didn't get

D: No nothing no

F: You know we just got a badge and a certificate and that was it really wasn't it, I mean

A: But are you glad that they did it?

F: Yeah I think when you come to actually writing it down, you tend to sort of think oh yes, you see it as a different outlook to everyday where you just go and do it automatically, when you, you know you realise why you're doing these things, you know, if you get complacent you think

A: And should you leave then you have got that to prove you can do it

D: Its not really any good to us here as such, I think it is if you go off somewhere else

F: I think its like Ann said we should have gone onto Level 2 straight away, because Level 1 is what we do every day

D: Just writing it down isn't it

F: Its just a matter of writing it down, its too simple

B: Do you think anyone would frown on people who didn't take the NVQ? Would they be penalised in any way?

C: No, no, they shouldn't be

F: No nobody's done anything like that to anybody have they, because they do their job equally as well as what we do ours, its just the individual's options it they want to do it they can take it up

C: Its like when you applied, when we've had ladies that applied that didn't have their NVQ and ladies apply that did

F: I didn't

C: But it didn't make any difference, we still got a mixture of ladies that got the jobs, some with NVQs some without

F: I mean when I applied for it I was only on Relief I hadn't actually got a full-time job as such I was just in the morning I'd come and go into a room and told what ward I'd have to be on that morning, whereas now I've got a permanent ward and I know where I'm going and what I'm doing every day

A: Are you permanent members of staff?

All: yeah

D: I don't think it alters you the NVQ, I mean I've got it and Michelle hasn't and we both go for jobs and she might get it more than me, so really it doesn't, really it doesn't get you the job, does it?

C: No, no at the moment its not making any difference is it

D: I mean that's what its supposed to be for isn't it, its another qualification? And she might get it and I wouldn't so what have I done it for? D'you know what I mean

C: No, no.

A: Did it take much out of, much time to do it

D: Well ours did, it took us a year

A: Right, was it a lot of extra effort to do it?

D: Yeah, did a lot at home, not hard work but it was time consuming, like I say we did a lot of writing

C: I don't know what you do to get your Level 2

D: I know

F: Mine was comprehensive than yours because

D: Well yours was

F: Because they knew then that they had done too much you know when the assessor came at the end, you know he said we didn't really need to have done that much writing, they could have condensed certain areas. As long as you knew what you were putting down and it was right it didn't matter, you didn't have to have 3 or 4 pages full of it, you could have put it all on one page as long as you got down what you wanted to say

D: I don't think its going to help me get another job is it, you know because Michelle hasn't done it, and I done it

C: I don't know

D: Because there's no way she's going to do it is she, she's determined not going to do it

C: Yeah, yeah. I think we would like everyone to do it but it is optional. I mean at the moment I'm training to be an assessor, you know going on that extra stage, but I didn't have to if I didn't want to

A: So before the NVQ what training was available for you then? Were there training schemes, that you didn't get a qualification at the end, but there was ongoing training sort of thing?

C: There's Fire, that's regular and there is manual handling, food hygiene.

F: And when you first start you get a induction with er Ros Newton that did mine, and it was alright you know. And I mean when you first start they come round and they make sure that you're alright and everything, you know

C: And the girls are good, you know the girls when you first start that's wards you go on they you know make sure that you do alright, you know if they see you doing anything wrong, they'll say ooh no you don't do that you do it by this

F: Nobody lets anybody down sort of thing, they try and

C: But at the beginning of this job, you did have 30 hours didn't you

F: Yeah, we had a full week

C: Which covered your basic hygiene certificate and things like that

A: So do you get any training now, like ongoing training

F I think we have to have another hygiene one soon, haven't we Sue

C: Every year, we have food hygiene, manual handling

D: And Fire we have every year

A: Is that new stuff or is that just repeated, drumming it into you

C: Its just repeating it every year

F: Yeah instilling it, so you haven't forgotten it

A: You said before that when you started being ward assistants there were some friction between you and the nurses, what were they afraid of?

F: I think it was because they didn't actually know what we could do and what we couldn't do weren't it, they were asking us to do things that we couldn't actually do, erm

C: I mean I wasn't here right at the beginning so I don't know what problems you went through really

F: I think they thought we could do one or two of their jobs, you know a bit more with the patients whereas we weren't allowed because we hadn't had the training, as what they've had, weren't it

D: I mean I think it was mainly the porters I thought

F: I mean the porters were the ones that were really

D: We really wen through some stick didn't we in that first year, yeah off everybody, because some expected to get a job and didn't, and we got jobs somebody else expected, so we got it in the neck, didn't we, you know we should have got that and everything

A: So were the porters just a bit moody with you? or were they..

D: They were a lot moody, I live with one of them so 24 hours a day, 7 days a week

F: Elaine unfortunately did get a lot of it

D: Yeah in at the deep end didn't I, and I still do

A: What are they still like that, porters? Are the nurses have they come round?

D: Yeah nurses aren't too bad are they?

F: No I think they appreciate what we do.

D: I mean we've still got our cleaning to do, so we don't really do a lot of their work, we do make the beds, but we've still got all the cleaning to do, so we're not taking their jobs are we

F: I mean we take patients to clinics, but if that patient isn't well or needs a nurse with them, we don't take them, you know, if we think a patient's not well enough to go then we can say they're not well enough to go, then a nurse has to go

A: Right, and the nurse

F: Stays with them, because we can't stay with them you see, we're not allowed to stay

A: So, did you drop some of your domestic duties when you became ward assistants?

All: No

A: So everything else that you do is on top of what you

C: I think what has changed now is that it is meant to be spread across the day, I mean before we had a shift that was spread from half past seven till half past one, then we didn't have anyone coming on until 5 at night, but now we have a team that comes on 2 till half past six and on the generic wards the cleaning is supposed to be spread across the day and

D: But it isn't, you get in and do it all in the morning

C: The do, basically, do the heaviest part in the morning because in the afternoon we've got visitors coming in so most of the work is done, the heavy work really

F: Yeah we get the scrubbing the floor

C: Yeah it is the heaviest

F: In the morning, but obviously when we're doing that there's probably some areas what you've not been able to get into, so we've got a book and we write down what we want the afternoon staff to do, but not always does it get done

Laugh

F: Its not bad on the wards, but sometimes we get a message saying they haven't been able to do it and then that means we've got to be able to try and get that pulled back in when we come in in the morning. I mean sometimes it works I'm not saying its all the time sometimes it works, but..

A: So do you have the opportunity to communicate with the afternoon staff?

D: We don't see them

F: No we don't actually see them

C: Through me, I usually try and cover both shifts

F: I mean if there's any special cleaning that needs doing, you know because of an infection or something then we'll put it in this book we write down what the cleaning is that we want to do and what area it is and everything and if we've had to put any special cleaning materials anywhere we tell them where they are.

A: And that's fairly effective?

F: I think as regarding infections and things, they are good aren't they. Its just when we leave an area, like yesterday, they couldn't get to it could they

D: Its a good idea though, that book isn't it

F: It is yes

C: Yeah it works very well on C level

D: Because we leave about five to two and they come on at two so we don't actually see them, so we just write it down don't we

F: They usually write down or tick it if they've done it or if they haven't been able to do it, and they usually put a reason why they haven't been able to do it and then if they've done it then they just write done

A: Do they leave messages for you?

All: yeah (laugh)

F: Its our way of communicating with them

D: Yeah 'cause we don't see them do we

F: No

A: Can we order them into what's most important to you

B: What's number one

D: Patients

F: Yeah I always say patients come first no matter what

A: Second

D: Job satisfaction d'you think?

F: Yeah

F: And you've got to work as a team or you're not going to get anything done are you

D: No

C: No

D: Pride in your job

F: yeah

D: Holidays and getting paid

All: Laugh



- B: What about job security or Investors in people, or any others?  
D: I don't know really, I think job security and then  
F: Yeah  
D: Investors in People can come last  
B: Right  
A: Is there anything else that we haven't covered that you would like to say or in terms of your job satisfaction?  
D: If we'd had more notice I'd have written a list  
Laughs  
D: No nothing really  
A: Or job dissatisfaction  
D: Yeah going outside when its cold and raining, fetching these medical records every day  
A: So you'd prefer to leave that to the porters?  
D: Yeah, cause they've got a little van to go in haven't they, they go in a little van, they don't get wet. It such a long, I mean its down here and I work right at the other end, about 10 minutes away  
A: We went to find the restaurant and walked all the way round the road, and it took ages  
D: Yeah its about as far as I have to come  
C: Yeah its bigger than you think isn't it  
A: Didn't dare to cut through anywhere in case we got completely lost  
Laughs  
F: I think on the whole though with it been C2 an admissions ward, you do get it a bit rougher than what we do  
D: Yeah  
F: Yeah a lot rougher, I mean you've got patients coming in, you could have 5 or 6 all in 20 minutes  
D: I can go 10 times in the morning, I go every quarter of an hour. I just get back and there's some more, and there's patients coming in all the time.  
A: Well it keeps you fit  
D: Oh yes:  
F: Some days we might not get a run  
D: I use the lift, even if its one floor I use the lift  
C: They always have to be taken straight away as well don't they because they want them as quick as possible. Its not like you can leave until such and such and time is it  
D: No you can't  
C: Its got to got there and then hasn't it  
D: Mmm  
A: Are they introducing any sort of systems where you can ring them up and they can send you know by carrier pigeon or something? Or have they got those pneumatic tubes?  
C: Yeah I was going to say  
F: We could do with them  
C: I've seen hospitals that have got them yeah  
D: What's that?  
C: They've got the tubing and they put the specimen in the tube and it goes through the tubing  
D: Oh right, that's a good idea isn't it  
F: It's in supermarkets isn't it  
C: yeah for the cash

D: Oh I've seen them  
C: I mean its an old idea really, they had it years ago at the co-op was it?  
A: So is there anything else?  
A: Do you enjoy your job as a supervisor?  
C: Yes I do actually  
A: Were you a domestic and worker your way up?  
C: Yes, I've only done this for 6 months, yes I did  
A: Is it completely different to  
C: Yes, its very challenging, but that's what I like about it  
F: I think once you do like you've done it Sue when you've been an actual domestic and you've become a supervisor, you see both sides  
A: You know what its like  
F: Yeah  
C: That's normally how its done though. I like it very much I don't mind being moaned at  
Laughs  
F: Its not every day Sue, we let you have a couple of days off  
Laughs  
C: They're a good team  
D: We're not bad are we  
F: We grumble but we get on with it  
D: yeah have a little moan. Everybody gets on  
A: Okay, thank you very much for coming. What have you got to do now?  
F: What time is it? 11 o'clock  
D: Break  
Laugh

1. Patients
2. Job Satisfaction
3. Team work
4. Pride in Job
5. Holidays
6. Getting paid
7. Job security
8. Investors in People

**TRUST B - DARLINGTON MEMORIAL HOSPITAL**  
**FRIDAY 15 JANUARY 1999**

**Present :** Louise (A)  
Liz (B)  
Jean (C)  
Jillian (D)

A: So, my first question is what do you like about your job?

D: Erm, well initially the reason I applied for it was the variety of things that was involved, because I'm involved with like the clerical office side of things and basically well you're not given a defined job to do, you all like mix in and you do everything involved with like the clerical side of things, so you're like told to give one job that's your job you're doing it, your given a variety of tasks so like you're involved with the whole aspects running basically the running of the actually department, erm

A: So er what's your job title?

D: Well its just clerical officer, erm its just part-time 16 hours a week really to fit in with family side of things because I only wanted something like parttime

A: So how long have you been here?

D: Since the beginning of November

A: Right

A: What about yourself?

C: Same with me really its different really I used to work here a lot of years ago, its different now, were before you used to be on one job, every week you get put on different jobs now so its a lot better

A: You like

C: Because you're not standing in one place all the time

B: So what do you do?

C: I work in the CPU like sandwiches, sealing, picking, making..

A: Right, what's CPU?

B: Central Production Unit

A: Right, laughs

C: Eh you put me on the spot there

B: That's what runs the cook-chill system

A: Right, okay

C: That's a posh name for it

A: Laughs..and how long have you worked here?

C: I've been back since October, but its all changed since I last worked here like

B: How long were you away for?

C: Ooh it'll be about 11 year now

A: Do you deal with patients much then?

C: Well I have done, I've been on the wards on overtime on a night

A: Yeah

D: I have no dealings at all with patients, just with the actually like you have to ring the hospitals for the er like the psychiatric wards and the nurses for the venues for the next day and things like that, but that's about it

A: Right

A: So you like the variety in your job, that's what you mainly like

C: Mmm

D: Hu hu

A: So , what do you dislike about your job?

D: Erm, I can't say there's actually, erm, I mean the main problem was the computer system, but like we're getting actually a new system in I think, to replace it, it was very erm like should I say laborious, it wasn't very computer friendly, erm you having to like very repetitive, doing things over and over again, doing the same things over and over again, but er we're getting a new system in so I mean at the moment we're going to be er doing everything by hand. its all manual till we get the new system in, so that'll be fun

A: Yes, laughs

D: So ask me again after that, and I might give you a different answer

A: What about you?

C: Me the pan wash, oh (laughs)

Laughs

A: Is that every day or a few times..

C: No, I've just been on it once this week, depends when you get put on it you see. It is harder for a woman on the pan wash than it is for a man actually.

A: So they should give it all to the men then

Laughs

C: Oh definitely

A: Could you get put on that for a whole shift?

C: Oh yes, sometimes you can go on for a week, yeah, but its like the sinks are like high and with me being small so it gets like your back, but that's getting , that's getting looked in to

A: Right

A: So you get on with like supervisors, managers

C: Oh yes well I know them all so

A: They're alright

D: Mmm yeah

A: And er, what about, do you dislike your pay, your rate of pay

D: Erm I don't think it really comes into it. I did it mainly because er it was handy for where I lived and cause I can walk to work and wotknot, and I mean, pay didn't as such come into it really it was somewhere to come out to like different environment and er it was really the handiness of it that like made me come for the job more than anything else

A: What about you

C: Oh I'd like to be paid weekly again

A: Is it

C: Yeah its monthly pay

A: So

C: Well you can't spend what you want to can you really

A: No

Laughs

C: Because I like to spend

A: And your hours of work are alright, are you full

C: Yeah, I'm Full-Time 39 hours a week

A: Right, and then can you get overtime after that?

C: Yes, I can go on the wards on the night

A: Yeah, and do you get what increment is it, what how much more?

C: Time and a half

A: Yeah

C: Yeah after 39 hours

A: Right, erm my next question was how satisfied are you with the number of tasks that are in your job and the variety, but you like it

D: Yeah

A: Do you like it?

C: Oh yeah, well you're doing something different every week

D: It keeps you interested I think and then you're er like you're not stuck like if like somebody's off or ill or you actually know it rather than being stuck to the one task where and you don't know that job very well you've been doing all those jobs so you're like pretty informative of what everything that's going on in the office so it like helps you a lot to understand everything that's going on.

A: What about when you worked here before, were you doing a similar sort of job..11 years ago?

C: Well mainly it was making sandwiches that was our job, that was our only job, but now you do like everything now like one week you could be on the sandwiches next week you could be on the sealing following week you could be on picking or the pan wash, so it is a lot different now

A: A lot better now?

C: No I think its a lot harder actually

A: is it

C: Yeah

A: What because you've got so many tasks to do?

C: No its not that, see now there's chefs you prep everything up for them, where we used to, years ago we didn't so its all different for me you know

A: Right

C: Its the pan wash for me

A: That's the worst

Laughs

C: That one, the others are great they don't bother me

A: You've got some ward assistants at the hospital, have you? Mr Dodds said they did didn't he? Housekeeping

B: Housekeepers

A: Housekeepers, where they do a variety of tasks at once, you know like they do minor handiwork with patients or they change lightbulbs, they do a bit of portering, a bit of catering..no?

C: No

D: No

D: Because we've just got the trolley, like the girls that go up with the trolleys basically haven't they, that's all we've got as such

C: There is upstairs, these people upstairs isn't there on the wards, 'cause when I go up on the night on the evening right I see people up then and I think who are them and I think they sit and talk to people and everything and help them out, but I think that's on the wards

A: So that's right

D: Separate to the catering

C: if I'm on the right things

A: So

C: They've got a badge and that on, I've never been up on the wards for about three weeks like

A: So there are no like typically multiskilled jobs in catering, I know you do a lot of variety of your tasks, but like in other hospitals the

catering staff can sometimes sit with the patients and feed them and

C: No

D: No not with us, I've never heard of anything, not that I know of anyway, but I mean to say I've not been here long enough to really comment, not that I've heard of

C: No I can't, only like upstairs like as I say I've seen people up there talking to the patients and everything, and they call them....must be that name I don't know

A: Ward Assistants, housekeepers

C: Must be housekeepers yeah

D: I was recently on like an induction course and there was something mentioned about housekeepers in another hospital, I don't know whether it was part of the same Trust, erm they have housekeepers, but as such we don't here we don't have housekeepers, erm 'cause they were, I think they were looking into actually having housekeepers rather than the actual ward hostesses

A: Yeah that's them, ward hostesses, that was what I meant

C: So we could say really could we

D: No

A: Because like if you're feeding the patients your sort of taking over the nurses role a bit and like stepping on their toes. You don't fancy doing that?

D: No

C: No, I used to do it in the nursing home

A: But not here

D: Takes no interest in that side of things I mean I'm not one for hospitals I don't like actually going into hospitals so I mean, I'm pretty happy where I am and stay in where I am, like in the clerical side of things I wouldn't like to , I don't know I think it's just probably me, its just one of them things, I've just got a thing about hospitals

A: Do you take food up to the patients?

C: If I work on the evening

A: On the evening yeah, right

C: We have like a big trolley, with the things all in the trolleys

A: Do you enjoy that part of it, feeding the patients

C: Yeah I do like, yeah, I like the best time is when you take the teas around

A: Do they have a chat

C: Oh yeah, yeah, there's always a lot of people you know its unbelievable

A: Yeah

D: I think it helps the patients though to see friendly faces and wotknot, cause I know when I've been in hospital before and they've there's people come round and they talk to you, you feel a lot better like when their friendly rather than just give you stuff and then that's it their off, sort of thing

C: Well one night I took this cup of tea to this fella and he said I it'd been a glass of lager, I said I could sup one an all love.

Laughs

C: And he was just laughing it was brilliant yeah

A: Erm, what do you think of the Trust as an employer? Is it good, do they value you

D: I think so, I think they treat all people as equal, I think that's on of the look outlook on things, nobody's superior to anybody else no matter what you're doing. You're like er equal, like they all play an important part in the running of the actual hospital, regardless of what you actually do so I think

like they put an emphasis on that as one of the main reasons why you're being employed, you're all equal regardless of what you do

A: Is it seen as a secure employer, the Trust?

D: Well, I think so, I'm just got, I'm on a temporary contract till the end of the month, I think that's basically to do with the hospitals been taken over and the duplication of like jobs and roles and stuff, erm I mean we don't know and I don't think anybody knows where they are until the end of the month until its all been sorted. I think most of it has been sorted out but nobody actually knows yet as to what like, whether your jobs are duplicated or anything so

C: I've just got my 3 month contract again, for the next 3 month.

A: Is it usually 3 months for all those, sort of thing

C: Yeah

A: Right, so do you, is that secure enough for you or would you prefer permanent or

C: Well I am permanent, I have got permanent hours 39 hours but you're like on 3 month contracts all along till everything gets sorted out. I'd rather know you know what I mean.

D: I think everybody's on the same like foot so nobody knows sort of thing so..I mean there's my supervisor she's like cause she like on a temporary been upkeep like the job she's doing and she's on a temporary contract till the end of the month so she's in the same boat really and she's been here a few years, so

B: How confident are you that these contracts will be renewed? I mean do you dread the end of your 3 months thinking am I going to have a job next week.

C: No, no I never think about it actually

D: No I'd say it I can't say it bothers me, 'cause the supervisors said as much as I can say you're OK you're OK sort of thing, erm I mean if I'm not I'm not, I'll get something else I mean it doesn't bother me to that extent and they say like you can probably get another job within the hospital anyway, like there's quite a few jobs on the board so I'd probably find something else within the hospital. They usually try and find you something else within the hospital, as I say if your job does actually goes, so I mean it doesn't worry me to that extent.

A: Erm have you had any problems with the Trust in the few months you've worked here

D: no

C: No even the years I was here, 3 years, no I haven't

A: Would you recommend it as a good employer to people?

C: Yeah

D: Yeah I think so

A: Are you satisfied working with your supervisor or manager?

C: Mm

D: Mm, no problems

A: They're good? They keep you informed about stuff

C: Yeah

A: Apart from my interview

Laughs

D: Well there was a notice that came round, and I declined to put my name down

A: And would you feel comfortable going to them with a problem or for

advice or something

C: Oh yeah

D: Uh huh

A: Good, erm what do you think motivates people to work for the Trust, I mean is a sense of serving patients?

D: I think with a lot of people particularly with like the nurses and wotknot, its like providing like a service for patients and the care and wotknot, erm I would think that would be a lot of people's motivation, erm

A: But for yourself, is it just.....convenient

D: I think for me yeah it is the convenience and the hours as well cause like I didn't want too many hours with just having quite a young family, erm that was the main thing I mean it was just ideal in every respect really, and it had some, the job aspects were what I was quite interesting so. I mean the job'd have to be interesting for me to apply, erm but like it was interesting enough for me to like apply for it, it was just the handiness of it and everything just like fitted in really with what I needed.

C: Just the same with me really

A: Convenient

C: Convenient yeah, and the hours are good cause I work 8 till 4, so that's better really instead of getting up at 6 o'clock

A: That's early that 8

C: Is it!

A: Well, we start at 9

C: I don't mind 8 o'clock

D: I just do one morning at 8 and the other two are like afternoons so its not too bad

A: Right, has the Trust done anything to address your job satisfaction, or increase your job satisfaction, is there

D: I mean the induction course I went on was like very informative, erm that basically went into everything of what makes a good hospital, all the details like the pension, risk management and basically everything, erm I mean they don't leave anything sort of out, erm I found that as a good like guideline

A: Did that tell you all about the Trust?

D: Everything

C: Everything it tells you

D: Everything you needed to know was in that

A: Was that a day's training

D: A full day, 9 till half 4

A: And what about training for your own job, do you, are there any further training schemes you can go on?

D: Erm, I think there's like to do with Windows and spreadsheets and that there's training available if you're requiring it, erm which I probably will need to because I think that's the system that their looking to getting so erm like I'll need to go on a refresher course. I think you all basically have to anyway, its part of the Trust's like thing that you have to go on their training thing to like be able to go onto the system

A: Are there like, have you got NVQs or anything like that?

C: We're waiting for them aren't we

D: Well I've already, I'm like a partly qualified accountant, like separate, so I've got an NVQ 4 in accountancy for AAT, I'm up to Seamer, I've passed my Seamer stage 3 in Chartered Accountancy. But like I stopped to have my family and wotknot so like, but I wouldn't do that sort of thing again until I



can go back full time, so erm I want to go back and do the fourth year back at college, erm when the family's a bit older, so then go back on a full time basis into accountancy

A: Right, is the NVQ

C: Its just like, we went on a few weeks ago on First Aid

A: Do you get like Health and Safety training?

C: Yeah we've had that

D: and Fire

C: Yeah and Fire

A: Was that when you first started

D: Yeah you have to go on one every year regardless, for Fire and all to do with lifting and

C: and your bending

A: So are they waiting for the NVQ to be approved and brought in or are some people going through it already?

C: I think there's still some more to go through, it was just before Christmas so

A: So have you got yours?

C: No not yet, I'm still waiting for it to come

A: Right, have they got like suggestion schemes or anything like that that you can

C: Oh yeah, if you want to suggest anything you just

D: Mainly, basically you just go to your supervisor, and like your supervisor goes to the relevant part

A: And that works, it gets things through?

C: Yeah

D: Yeah

C: Well I think so because I've never suggested anything yet  
Laughs

D: I think basically I've only had dealing with it within the actual office part like you can suggest something if you don't think or it could be done better within the actual office or something's not like running how you like it or just put a suggestion forward to them and they'll like go to the office manager or whatever and sort of see if the idea will work better or just help the office run better basically

A: Yeah, is there anything that you think the Trust could do to improve job satisfaction or increase it?

D: Not really, I mean

C: I do the wages, a lot of people won't come on account of the wages isn't it  
D: Mm

C: Yeah because I expected it to be about £4.00 an hour when I came back, but its not

A: What is it if you don't mind me asking

C: £3....well I've been working overtime you see so, I think its about £3.75, I'm not sure

D: That's a problem with a lot of the nurses mind isn't it that's why there's so many job vacancies for nurses

A: Shipping them in from god knows where

C: They should do like no shouldn't they. I got more at the nursing home than I did here like

A: So that'd improve your job

D: I think its a problem with the government more than anything else

though isn't it  
C: That's it yeah  
A: Its out of their hands  
D: Yeah there's not much the Trust can do about it really  
A: What gets you out of bed in the morning to come to work?  
C: The money, the wages isn't it, nothing else is it.. and the company, I like the company like  
D: I was going to say, like for me, its like not to sound nasty about my family, its just to get away from my children basically, to have adult conversation sort of thing and just to have a different environment  
A: And is it like the people you work with  
C: Yeah  
D: Yeah like very friendly no problems  
A: Do you get christmas parties  
C: No  
D: We went out for a meal, I think that's just, you just organise that within your department basically, I mean we went out for a meal at christmas, there was no big one or anything like that  
C: No  
A: Do you enjoy the work though, is that part of it?  
C: I do  
D: Yeah  
A: Erm we're on the flipchart now  
B: I know we're on the flip chart  
Laughs  
C: On the what?  
A: Flipchart, we're going to write things down  
A: What aspects of your job are most important to you? that's what it is, if you can name the five most important aspects  
D: The er  
B: Just through out ideas and we'll sort them out  
D: Hours of work  
D: Quality of work  
B: What's that sort of pride in your job?  
D: Yeah, and the variety  
C: Like different jobs  
D: Is it within the actual job itself or the  
A: Anything about working or  
D: Ease of access to the hospital  
C: meeting people isn't it  
B: Is that colleagues or patients or both?  
D: Well both really  
A: Money?  
C: Oh wages yeah  
B: Anymore for anymore?  
D: I can't think, no I think that about covers it for me  
A: So, can we order them  
B: What's most important  
C: Well you come to work for money, so its obviously that one isn't it  
A: Yeah  
B: Do you agree?  
D: Erm money is part of it but I wouldn't say it was the main one, erm for

me I have to be happy in what I'm doing the actual work itself. I have to enjoy the actual work for me to be happy

D: And the hours, well to me

C: Same with me the hours suit me

D: And the access, then the access

C: And meeting people yeah

B: Yeah

B: Do you want to put meeting people then money?

D: Yeah and then I would say money 4 and meeting people 5

B: And you've got quality of work and ease of access, which way round

C: Erm, work

B: Right thank you

A: Is there anything else we haven't looked at that you would like to add about how satisfied you are in your job in general?

C: No I'm satisfied anyway so

A: Do you see yourself being here quite a while?

C: Mmm

D: Mmm

A: If it permits

Laughs

C: Aye, that's it isn't it

D: I think that I would say is one of the main drawbacks, the uncertainty of, the contracts the short term contracts

B: Do you think there are any chances of promotion, is that important to you?

D: No not for this sort of, the supervisor, my supervisor's quite young anyway, but I means there's no like job defined jobs or anything so I mean you usually find quite, as well you move about quite a lot through the departments and probably get promotion more that way, rather than within the department itself, erm I mean I haven't really considered it at this moment in time, its not like one of the important things for me..cause I mean it would probably mean an increase in hours so I don't really want it.

B: Do you think the Trust keeps you informed about changes, developments that are going on, things that could effect you, that are Trust strategy policies

C: yeah cause we always have meetings don't we, we've just had one again on Monday

A: Is that a weekly thing or

C: Yeah

D: Yeah, we have one every Monday morning

A: Is that for all the catering service?

D: Mm

A: So how many of you are there?

C: Well yours are different, but like Stewart does the lads first, and the chefs go about dinnertime some of them depending on what hours they start, and we go together

A: How many people, how many people do similar jobs to you? I mean is it 10, 20 or

C: I'm trying to think

A: How many are usually at that meeting?

C: Oh we're all there, like he has two like groups you know, we're all there, except people that's on the sick like

Laughs

A: Are there lots of people on the sick?

C: Well there's a couple that are on the sick

A: Genuinely on the sick

D: Yeah well there's 3 long-term ones isn't there

C: Aye, there's like one lass, I can't remember her name cause I haven't known her very long so, she's got a bad back hasn't she there's something wrong with her spine.

A: Do you reckon that's from the pan washing?

C: I couldn't really, I don't think so though I think she had it before she came here I'm not sure, don't know

A: Right

C: I'm not sure

A: What do they tell you about in these meetings?

C: They just tell us everything's that's going on and

D: Like recently its all been to do with hair nets, because before it was like even if we were just walking through the actual department we had to wear a hat, whereas a don't know a couple of times there's been a hair or something found in some of the food, so erm like to cover all aspects, every department wear a hair net and er a hat as well. So even if we were just walking to the printer room which is in the middle of one of the food preparation departments, you have to wear the net and a hat, and that's just started today

C: Well I 've always worn mine since I started anyway, you know its just like the lads isn't it

Laughs

A: So like I suppose how did you hear about the Trust merger, I mean it was all happening before you arrived wasn't it

D: I think a lot of it was when I actually applied for the job, there was a lot of information with it

C: There were information packs weren't there

D: Yeah a lot of information basically on what was happening and what like hospitals were involved in the merger

A: So do they tell you, you know if jobs are going to be lost or anything like that, would they tell you at these meetings?

C: Yes I think they would, yeah

D: Because I mean its like just been decided over Christmas, cause I think everybody just had to basically reapply for their own job, so

C: Yeah they would, they're pretty good that way I think

D: I mean if they can at all help it, they don't like to see you losing anyone, like going, even if they have to move you to a another department, they'll try and do that before they have to like tell you you have to go

A: Do you have like, or will you have a staff appraisal, you know a meeting with your supervisor

D: I don't think we have staff appraisals

C: No I've never had one

D: They've never actually mentioned anything for staff appraisals

B: Would you like one?

D: Erm, I'm a bit, I've had them before at other places I've worked and I mean I think in some aspects, it depends on what sort of job you do they do help you, but I don't think, I mean it depends what they actually say to you, sometimes it puts you off from actually doing better, I think erm, alright it

might point out what sort of things you're doing wrong and stuff but erm I think for the hospital size, it would take too much doing. It depends on the size of the organisation and stuff

A: So if you had any problems you'd feel alright telling your supervisor anyway

C: Or if we'd done anything wrong, I'd rather them tell us straight away instead of writing it down and calling you in the office, I'd rather know straight away

D: I mean you don't know you're doing something wrong unless they point it out to you, so I'd rather be told I'm doing something wrong then

A: Could you ask for training any time you wanted if you wanted training

C: Oh yeah

D: Yeah

A: Have you got anything else?

B: What do you think motivates people in general to work for the Trust? Is it seen as a secure job is it because its in healthcare helping people, is it a reliable employer

C: I think its helping people, I think so, well it is really because its a hospital isn't it, so you are helping people aren't you

D: And I think a lot of people see it as a reliable employer, well reliability it is pretty reliable and expect you go into the job expecting to be staying there for a while, you don't, I mean a lot of industries you go in well if I get made redundant then I get made redundant.

C: Well I've just been offered my job back in the factory actually and er I thought no, maybe in 2 or 3 years cause I know how its running, I thoughtT no stay where I am because I know it'll be alright, touch wood

Laughs

C: So I'll stay where I am

A: And is that because its a secure employer

D: Well I think its as secure as you can get

C: Yeah compared to factory work

B: Nothings secure is there

C: Plus I'm too old looking for jobs now

Laughs

C: Well you are you go anywhere and they say you're too old, that's right isn't it

A: But you've got all this experience

C: I have that's it, yeah

A: So anything else?

C: No, it was better than I thought, I didn't know what you were going to do

A: We were going to gruel you

Laughs

C

1 Money

2 Hours of work

3 Meeting people - colleagues & patients

4 Quality of work - pride in job, variety

D

1 Quality of work - pride in job, variety

2 Hours of work

3 Ease of access

4 Money

5 Ease of access

5 Meeting people - colleagues & patients

**TRUST C - EAST YORKSHIRE NHS TRUST**  
**DOMESTICS**  
**25 January 1999**

**Present:** Louise (A)  
Liz (B)  
Violet (C)  
Janet (D)  
Dorothy (E)  
Maisie (F)  
Lesley (G)  
Margaret (H)  
Betty (I)

A: Right, so to begin with, what do you like about your job? Anyone?  
I: Oh I like everything about your job  
A: Oh actually no, can we introduce ourselves, sorry. What's your  
C: Violet Bowman  
D: Janet Ratch  
E: Dorothy Dixon  
A: And that's  
D: Maisie Hunt  
G: Lesley Oxendale  
H: Margaret Nicolson  
I: Betty Barker  
A: Right, go on sorry, what do you like about your job?  
I: Everything  
H: Get a lot of job satisfaction, its good. Patient care things like that, you can have a laugh. Its alright. You can come to work feeling a little bit  
D: Down  
H: Yeah, but within half an hour  
C: You're soon lifted aren't you  
H: Its good its alright, not bad at all  
A: Have you all worked here quite a while?  
Yeah  
I: Janet's been here the longest, haven't you, 25 years. So she must like it, and she goes on about  
A: There must be something then  
C: I've been here 10  
I: I've been here about 10  
G: I've been here 7  
E: I've been here 12, haven't I  
I: Maisie's been here quite a while  
D: Well I don't think its just the job, you come here and you feel you're achieving something, just as you go on the ward. I mean all the years I've worked here, you know you get on with patients and everything. You feel its not just a job  
C: You get on with the patients  
A: Do you see the patients from like when they come in till when they get better and go out?  
D: Well yes  
C: Oh yes

D: Yeah, well yeah, like on our ward there's 32 so I mean, one day there in and the next day they're not, or a week or so they're are not, so you don't get a really lot to do with 32 patients, but you know

C: You do get some contact with them though don't you

D: Like just doing a simple thing, like can you do this or pass us something, don't you?

C: Yeah

D: You feel you've achieved it I think yeah, oh definitely

A: So do you get on with your supervisors and managers ?

All: Oh yeah, yeah

C: No problem there is there

F: Only when they're chewing us

Laughs

A: And the people you work with, you get on with each other?

All: Oh yeah

C: Our manager's brilliant, she's very understanding

I: You can go to her with anything really and she'll help you as much as she can, won't she

F: Yeah , whether its personal or not

D: You can talk to her, and you're not frightened to go and see her or anything like that

I: Nobody is I think really

F: The nicest part is personal or work wise, either way. If you've got personal problems you can go and she'll just literally you know

D: She's very fair, isn't she

I: I mean if you don't like the job, you go in and you go see her and she'll put you somewhere else, or she'll give you less hours. She'll try to accommodate you

C: But if she can't she'll tell you about it

I: Oh yeah

H: And if you do owt wrong, she'll tell you about it

I: Oh yeah

H: That's what the good thing about it, she's not false, no she's, well I don't think so she's straight down the line

C: Yeah she is

H: She's really good

E: She tells you if you've done anything wrong on her own, she actually takes you into the office and

F: Yeah she doesn't shout you the corridor with anybody else

H: No she's, what you see is what you get with Carol, she's good. She's alright, one of the best bosses I've worked for anyway

I: I think everybody's said the same thing really haven't they. She's very good

D: Yeah well I've seen some changes

F: Well none of them are afraid to roll their sleeves up and dig in, are they, you'll find if you're pushed and they come on the ward, and they see something that wants doing, then the coat comes off and they'll automatically you know, whether they're managers or supervisors their coats comes off and they'll help you. So you can't grumble at all

H: We do like but you can't

Laughs

F: Well we daren't be too nice to them

H: I was going to say you going to have to put a few bits in



- F: 'Cause she'll say that's all lies  
A: Well that brings me onto, what do you dislike about your job?  
All: Not a lot really no  
F: When you get took for granted by the nurses and that on the wards, that is the worse part, and they do sometimes, you know we go out of our way to help them, but you'll find especially, I don't know about the others, but I'm finding these younger ones that's coming in, we're the lowest of the low to them, and they don't realise that the domestic is their best friend, if truth be known, you know  
C: That's right yeah  
E: You get an occasional one  
F: That's what I'm saying yeah, not all of them you know, you just get the odd one, but that odd one just sometimes throws you  
I: I mean the domestics on the ward, they have got a lot of pots to wash and things like that haven't you, and the nurse'll come round and just stick it in the sink and, you know what I mean, its not very nice  
C: yeah that's breakfast and dinner  
I: Its all the time  
H: And its not our job to wash them either is it, but you do it  
F: Oh yeah, you do anything, you do you do anything to help out. But when they start you know, literally sometimes, but if you come up to Carol and say something, then she'll straighten it out, but we don't really need that, 'cause we'll tell then ourselves, then if they don't like it then  
H: Tough  
F: you know the we drop ourselves in it, and it comes through channels, so it still goes back to them  
I: you try your best to keep the peace, lets put it that way  
A: Is the environment, the working environment nice in the hospital?  
All: Mmm  
H: yeah quite friendly  
F: You cannot, well you can't dispute that can you  
C: No  
A: Erm, how satisfied are you with the number and variety of tasks in your job?  
Too many, too few?  
C: Alright, its just that you want a bit more help sometimes, yeah it just depends how many patients you've got on the ward, does it really  
A: Do you ever feel stretched by the number  
H: Yeah  
D: Yeah, it all depends, you do with 32 patients  
C: Yeah and now we've got 30  
H: It is its a lot, but Carol sorts it out so we all get a little bit of help somewhere down the line.  
I: Oh we all get some help  
H: Like on some wards you get maybe 2. Like Maisie's got 2 haven't you, Janet's got 2 on her ward, Dot's got 2  
C: I've got 1  
H: Then there's you and me, but she does try to get you that little bit of help, you know the weight off and that  
F: Yeah you get your beds pull, whereas we pull our own you see  
I: Not all the time, no not all the time  
H: Oh no not all the time, but you do get stretched sometimes

F: Do you get your beds pulled?  
I: She gets all her beds pulled and that  
F: yeah but I'm saying them that's 2 ladies, we pull our, we do our own  
cleans, but like them that's singles  
D: Oh they'll get bed pulls done  
E: We get ours up as well on maternity, even though there's  
H: You could have like 10 or 12 beds to do like in one morning, couldn't you,  
where at least we have it once a week  
A: How many beds are on the ward?  
C: 30  
I: It varies  
F: 32 on ours now  
I: They've only got 18  
E: On medical elderly there's 32 beds  
F: I've got 32 since they've done the 3ps the PPP  
A: And is there one or two domestics per ward?  
C: No its just one big ward isn't it  
H: On ours though there's me and Yasmin, yeah there's 2 domestics on our  
ward  
I: But you get help don't you Vi, with your trolley and sorting  
F: Yeah but you need to don't you  
H: You get your full cleans done don't you  
I: Yeah but you don't run the ward all by yourself  
C: But sometimes they only fetch 2 on to pull out, don't they  
I: Yeah I know but you're still getting your help  
F: You're still getting your pulls and your cleans  
I: you're still getting everything done  
D: I think if you're pushed you could just pick up the phone and just tell  
them that your pushed, and you'd get help  
F: Oh yeah, I mean even when we've got 2 on  
H: Even with us yeah, you just ring up and  
I: I mean I don't think there's a ward now that's only got 1 domestic on, not  
one ward that's only got 1 domestic on  
F: That's what I'm saying yeah, I mean even if we're pushed with 2 on, you  
know we'd just ring down and she'll send someone up  
D: I mean I've said to her that we were busy and she said well why didn't you  
ring up, you know and got a bit of help[p and yet there's 2 of us  
A: Is that ringing up your managers?  
D: Or our supervisors yes, you know just tell them that we're pushed and  
they say they'll come down and they do  
A: Quite good?  
All: Very good yeah  
F: When the thing is if you don't get them done and you go down and tell her  
oh you've been busy, then she'll say well why didn't you ring for help, and  
that's how we know why we can always ring, you know so we can't grumble  
at all  
A: Would you like to be multiskilled, as in other Trusts, you know how  
they've got ward assistants that do a bit of portering, a bit of  
domestics, a bit of catering, would you fancy doing that?  
C: I think we've got enough on haven't we, yeah  
F: We do do that  
G: I don't want anymore

F: If you work it out out there we do do all of that. The porter'll come in and drop the milk, same as we put our bags all special for them so they've just got to come in and lift them, the bit of domestic is in the cleaning and the bit of catering is we collect our pots and push the hostesses to get on with the bloody dinners, so we can get our pots. Which we shouldn't, which should not have to be 'cause we're pushed

D: But now you see they've got housekeepers, now they're a bit better off be 'cause they've got housekeepers, at one time they never had housekeepers, well now on every ward there's a housekeeper

F: There isn't on ours

D: Our housekeepers help with the dinners, our housekeepers do

C: Ooh ours don't

D: Oh ours do

I: There's different things that the housekeepers do on anyway different wards

C: They're just there for the nurses on our ward

D: Are they, oh no they help take dinners and all sorts on our housekeepers

C: Do they

D: Yeah they do, don't they

C: I think ours'd have a fit if she had to do that

Laughs

A: How new are the housekeepers, are they

H: They've only been on our ward about a year, yeah a year that's all

I: Yeah they haven't been on that long

E: We don't have them

D: 'Cause they've got the housekeepers on the ward, 'cause the housekeepers make beds for the nurses and that you see, and do skips, they do quite a few things the housekeepers yeah

I: Like a nurses aide aren't they

F: We're lucky with voluntaries, we have a voluntary for every day and we are lucky with them, they

E: See we don't have them

F: Don't you, oh we're lucky we have one for every day

E: 'Cause its security isn't it, we're not allowed them

F: ..and they, they you know they'll collect our mid morning cups for us, erm and then at dinner time some of them will stay and they'll take the tea round or they'll help make the beds and what have you, they really are good

C: You see we don't get that do we

F: Don't you get a voluntary?

C: Well no

F: You haven't got much do you Vi!

C: No we don't have much

Laughs

F: You're poor on your ward aren't you Vi

C: No, don't think so

F: Its be 'cause she's got to pull her finger out

C: I've just come back and it was tip when I walked on there on Monday, today

F: Oh tell us about it

C: I know but I've been off a week

I: That's just about like on every ward

F: Every Monday morning it is, yeah

D: We hate Monday's love

All: Yeah

A: Erm what do you think of the Trust as an employer?

I: Well we have nowt to do with them really

H: We're not employed by the Trust, we're employed by Granada Healthcare Services

A: How long has Granada been in here?

F: Its about 3 months

I: Just coming up to a year now, they've just taken over from Pall Mall

H: A year in July isn't it

F: So just about 7 or 8 months they've been in

D: 7 years we were with Pall Mall for, weren't we

I: yeah 7 years we were with Pall Mall

A: Are Granada a better employer than Pall Mall?

D: We think so yeah

H: yeah they're a lot better yeah

D: 'Cause we've had quite a few haven't we

I: Yeah it keeps changing, you've worked with the health service and contractors haven't you?

D: Oh yeah, I've worked with them both

I: And you've seen the changes haven't you

B: Which do you prefer?

D: Well contractors now yeah definitely yeah contractors

A: Are there better terms

D: Yeah better holidays and you know

A: Do they bring their supervisors and managers along with them, Granada?

H: No, we've kept exactly the same as what we are now

A: Right

H: You know since they took over its the same, just got like change the top bosses like, but that's all

F: There would have been all out war like if they'd have changed all of them

I: Oh yeah, there was no changes were there

H: Yeah you know Carol stopped and all the same, no changes really whatsoever, which is good you know 'cause I think if they do start moving other people in that's when you start thinking 'oh no what's going on here'

I: You get unsettled then don't you

H: But its more or less, its got better for us yeah definitely

B: Do Granada cover more services than Pall Mall used to?

H: They have got more contracts 'cause they're a bigger company aren't they

I: They're more into catering aren't they, Granada services

H: You know they've got your Granada Service stations isn't there and Granada television, that's us I always look they're our employers now

Laughs

B: So where do Gardner Merchant fit in?

H: they do the catering

F: At the moment, 'cause their tenders coming up isn't it

H: Yeah, so Granada could be going for that as well so

I: they could go in for everything really

F: Oh did Granada win Grimsby

I: Yeah they've got the domestics, the catering

F: Oh its all under one

H: Well you don't have time, I don't know how they would work it to be quite honest with you, they'd work it  
I: They'd work it  
A: Somehow  
H: But how the hell they'd do it I don't know what  
A: To do catering as well  
I: If catering went, if Granada went to catering as well like we would have to serve meals yeah. It would get to it eventually  
F: Oh yeah, its like the Princess Royal do don't they  
I: I mean they'd find a way  
E: yeah Hull Royal does don't they, the domestics serve them meals  
I: I mean like you're supposed to be finished on your ward at say 12 o'clock, I mean what your doing stood around from 12  
D: Hey we don't finish at 12 o'clock  
E: Well between 12 and half past  
F: 12!  
D: That's when we get most jobs to do  
F: That's when you're serving your meals  
I: yeah I know but that's when you should be finishing on your ward  
H: Finish completely on the ward at 12  
F: But with ours with all these cad patients as well, what, its constantly full so my kitchen is never clear  
G: Never really empty  
F: Never empty, as soon as they come in its tea and then as soon as they come back from the office its toast and tea and then it goes on to you know. Since they've brought them on  
H: There's a lot better service, its like 12 o'clock, now just say this is an everyday thing, by 12 o'clock you should have finished on your ward  
F: If you're not doing your pulls  
H: Yeah, yeah, what we're saying is from 12 o'clock till 1 o'clock you're waiting to get your pots aren't you  
I: you waiting to get your pots in only at that time  
H: So you have to wait for them to dish the meals out  
D: That's the time when we usually get our beds come empty  
I: How they work it I don't really know, I mean they'll be still be girls from catering won't there, that will want a job  
H: Yeah  
I: So you know you don't know how they'll work it, but they'll work it somehow  
F: Oh yeah it'll come  
A: Do you feel uneasy though if the contract's coming up and they're putting tenders in, do you feel uneasy about your job, or do you know that  
All: No  
F: 'Cause Carol keeps us up-to-date the whole way, you know step by step she'll tell us  
I: I don't think your jobs'll be in jeopardy  
D: No if the contract comes up you're still  
H: You're kept informed aren't you all the time, its how they work  
A: What about the Trust merging with Hull Royal?  
I: Well we don't get to know nowt about that  
All: No

F: That's nothing to us  
H: Doesn't really effect us, that does it..hopefully  
C: Do you think that'll come off?  
I: Its already in, I mean half of Hull Royal here's now in the switchboard.  
C: Are they?  
I: You've got Hull Royal here as well haven't you, so its going going to come off  
G: All Admissions are going to Hull Royal in March aren't they  
A: All what  
G: All the Admissions, all you know the staff that deal with all new admissions, that's all going  
I: Like Ward 18, they'd come onto Ward 18 before  
G: That's all going to Hull Royal in March  
E: Oh is it moving from 18 the Admissions?  
G: Yeah  
A: So haven't you been informed about what's happening?  
All: No, no  
H: 'Cause its nowt to do with us really is it  
G: Its only 'cause I work on 18 that I know  
I: You see that's how we get half our information, basically, those that work on the ward and they then come across and tell us like, things like that  
H: but it doesn't really effect us does it  
I: Not really no  
A: You've not had any meetings?  
All: No  
I: That's the Trust you see, and that's got nowt to do with us really, I mean we're just domestics aren't we  
Laughs  
F: Peasants, peasants!  
Laughs  
A: Don't you feel, is that 'cause you work for Granada  
E: Yeah, we're not actually the Trust are we, so it doesn't actually effect us  
C: Yeah we're contractors that's why  
I: I mean they send newsletters out sometimes don't they  
F: For the nurses and we nick them and read them, well we do we nick them and read them don't we  
A: Is Granada a good employer then, do they have meetings for you  
F: Oh yeah, we've got an extra weeks' holiday  
I: Well we've started having meetings  
H: Yeah once every couple of months  
A: So its every couple of months?  
H: Yeah  
A: So is that when you all come together  
I: No, there's just so many, she picks so many Pat, and they all have a meeting together 'cause there's too many of you, and we discuss things and that don't we  
H: yeah try and get things sorted out  
A: So are you satisfied working for Granada?  
All: Oh yeah  
F: Till they start then they'll off  
All: Laughs  
F: This is the calm period, the one before the storm

G: She's our spokeswoman  
All: Laughs  
F: Don't start! No can't grumble at all, I don't think can we  
A: They are a lot better than Pall Mall though?  
F: Oh I don't know  
I: I mean there's more holidays,  
F: That's about it  
I: with Pall Mall we only had a fortnight didn't we, and now since Granada took over we've got 4 weeks  
H: Four weeks  
F: 3 weeks!  
All: Four!  
E: From the first of April, Maisie  
I: From the first of April Maisie, its four weeks  
C: And we got a rise  
D: It was a standard pay rise though isn't it, I don't think it was them  
All: Yeah its 4 now  
F: Oh sorry I didn't know, oh I thought the four weeks was made up with our lieu days  
I: Lieu days will go eventually, I would imagine  
H: Lieu days will go eventually, but that's fair enough isn't it  
F: Oh yeah, but that's fair enough  
D: But your lieu days have gone at Infirmary, but yet if they work sort of like christmas day or owt, they get treble time be'cause they're not getting a lieu day.  
H: They only lieu days, the only lieu days you'll get are holy days  
I: All they recognise is your 4  
H: 4 weeks holiday isn't it  
F: Mayday and that  
H: Religious days  
E: Good Friday, Easter Monday, Christmas Day and Boxing Day  
I: So you just get the 4  
H: So you lose  
I: You lose 4 yeah  
F: Well you've still gained a day then haven't you  
H: Yeah, you've got an extra 2 weeks holiday then haven't you, so really you haven't lost anything  
I: Yeah you've still got 4 weeks and 4 days, haven't you really  
F: Yeah that's what I'm saying. Eeh I didn't know that eeh  
Laughs  
F: Don't tell Carol I know, she'll be saying we'll be booking her on April the 1st  
Laughs  
I: you'll be the only one that doesn't know  
F: I know, no I didn't realise, I thought it was 3 weeks we had  
H: She's had more than 3 weeks this year!  
Laughs  
I: God that's cheered her up  
Laughs  
A: Are you satisfied working with your supervisors?  
All: Yes  
H: You can have a good laugh with them

A: How many supervisors have you got?  
I: Eight, there's Pat, Cath, Jeanette, Pam  
H: You  
F: Sheila  
I: Oh no 6  
A: 6 and do you ever see, have they got a manager, your supervisors?  
H: Carol  
I: No, we've got assistant manager, which is Mandy and then there's Carol  
A: Right  
F: What's Rita then, she's  
I: She's the monitor, isn't she  
H: She's the monitor supervisor  
F: Oh so she does the monitoring  
A: So do you deal with your supervisors or with Carol?  
H: both  
F: Both  
H: It all depends on who you want, don't it  
F: How bad you've been put it that way!, like I walked in just now with my head down, guilty conscience  
A: And you can go with personal problems to them, or work?  
All: Mmm, yeah  
F: No she is good, and she'll keep it private as well  
H: You can come in a morning and you can have a good laugh can't you. I mean in that office in the morning its unreal isn't it, it really is its unbelievable, but it just kind of bucks you up, it gets you going and that, and if you do have any problems, they're always here, all the time  
A: Are they Granada employees?  
I: Yeah  
F: In where?  
A: Supervisors, Granada  
F: Yeah  
H: All employed by the same aren't they  
A: Were they there, did they come with the contract or were the supervisors..  
H: Already here weren't they  
F: Come from Eddon Road and  
Laughs  
A: Is there any supervisors you don't like?  
F: Now do you think we'd tell you!  
Laughs  
I: Maisie!  
A: Its all confidential!  
H: No, no, if there was I'd tell you, but there isn't, no  
All: No  
F: No, as I say, other than that they wear a suit, there really isn't a differences, 'cause as I say they'll muck in, if you need owt or , then they'll help and  
D: Ours are working supervisors  
F: Yeah that's it, yeah that's it that's what I'm trying to say you know, and from the manager downwards, so  
D: Yeah working supervisors, so they're really good  
H: And there's no heirs and graces,



F: It'll be just do that  
H: in fact its the reverse with them  
D: I mean in Infirmary their supervisors, they don't work along with the girls  
A: Don't they?  
D: No, 'cause me friend's worked there 19 years and when I tell her that ours  
F: Well, we've got a lot of Infirmary's cleaners here  
A: Oh right  
H: yeah 'cause they're not happy there are they  
F: We've got a lot of cleaners from Hull Royal, and they'll tell you, they can't understand  
I: yeah they did didn't they. They see a lot of difference when they come here don't they  
F: Yeah, yeah they can't understand. But I think that helps a lot if you've got good management  
I: Oh yes  
F: then it comes all the way down, you know. There's nothing, you ride in in the morning and you look for their car and you think its there under the trees  
Laughs  
F: She tried hiding it from us last year but we still found it, you think oh oh straight in and out  
A: Do you feel appreciated working for them - Granada?  
All: Oh yes, yeah  
A: They're a fair employer?  
D: Definitely at the moment yeah, but we haven't had them for that long, but what we've seen so far, so good  
A: And do they keep you informed, you said about your meetings, are they once every couple of months?  
H: Mmm  
A: What do they tell you in your meetings  
H: Well nothing really, its more the running of the wards type of thing, if there's any problems  
I: Like we have health and safety  
H: That's right yeah, and fire and yellow bags, and if there's anything that goes wrong with that, you put it down on a piece of paper, don't you  
Laughs  
H: Oh its good fun, and then you have this meeting, and the it tries to get sorted out the best way that you can  
F: The beauty of it is that we're trained up  
I: And then we have another one when the girls have got other problems, you know they come and see us, and with 2 representatives  
F: We get the same training as the nurses, and the office staff such as fire lectures, health and safety, we all get the same training  
A: Are they annual things as well, the training?  
All: Yes  
D: Lifting and handling, yeah  
C: And Maisie put a fire out didn't you!  
Laughs  
F: Yeah, that poor fireman I didn't think he was going to come back, and he looks at me and he says 'oh no' and I say 'well retire then'. We're just holding on each of us, neither of us is going to retire until one gets the better of the other

A: What do you think motivates people to work for the Trust rather than  
F: I don't think its so much as to work for the Trust, its to work for Carol, she motivates us  
I: That's right  
F: The Trust doesn't motivate us  
C: Its Carol  
F: Carol and the staff  
H: With us not working for the Trust, we , alright we work for Granada, but the main person is Carol and the lasses  
F: Carol and the supervisors are motivating  
H: Its just generally its just everybody, be'cause if it wasn't I'd have left a long while ago, but its, I've worked at University and here, and believe you me the difference is unbelievable. You can come and you can have all the problems in the world on your shoulders  
I: And they're lifted aren't they  
H: and believe you me I've had a few of them days, and I've come and within half an hour I've been laughing and joking, and its great it really is  
I: Its the friendliness  
H: That's right, yeah  
I: Yeah its the friendliness  
H: There's not many people here that I can say I don't like, there is a few, but not many  
F: You get the odd one yeah, no you do you get the odd one  
H: I'm sorry but there is, I'm just telling you  
F: Yeah  
H: But there isn't many, the ones that I don't particularly like, get on with  
I: I think everybody's like that really though aren't they, there's  
H: Well that's it, I don't think there's one person here that can say that they like everybody that works here  
F: No no its just one of them things really isn't it  
H: That's right, but them people you just don't bother with, you just get on with your job and do what you have to do  
E: That's same in every environment though isn't it, you get that everywhere  
H: That's right, there isn't a place where, of all those at University you couldn't say that there's one person there  
Laughs  
H: That's what I mean, all for a perfect world, but unfortunately there isn't one is there  
F: It'd be boring  
H: It would  
F: Being per, I mean I'm perfect  
H: Who could we sit here and moan about Maisie if we were all perfect?  
F: I mean I'm perfect, I'm perfect  
All: Oh no, god  
A: Do you see Granada as a reliable employer, trusted employer?  
H: Up to now yes  
All: Yes  
D: I mean its less than a year really, but yeah  
I: Yeah up to now  
A: They're pretty good  
F: Well we seem to be supplied with everything,

- H: We got our new overalls didn't we  
F: we've never, no but we've never gone short of cleaning materials, or like we've never been allowed to wear trousers, which we objected to when you're climbing up and down under beds and god knows what  
I: And then we've got  
F: And the first, the first time we asked for them they were there like, you can have dresses if you like, but er  
I: Well most of the girls have got half and half  
F: Yeah, this is what I'm saying, so we can't grumble at all  
H: Up to now they've been alright haven't they  
F: Yeah at everything you know, and I think they seem to be to listeners as well  
H: And another thing they've got pensions and things like that, haven't they which erm  
F: I'm past that  
H: Oh yeah, I know its not for me like, but I'm just saying, if you was interested, they do a pension now  
F: Oh yeah  
A: Didn't Pall Mall do one?  
D: No  
H: No  
A: Have they got any suggestion schemes that you can..about your trousers, or do you just go and tell your manager?  
F: Oh no, we were asked, you know we had a choice, whereas before we've always had to wear the dresses  
I: Well it was Pall Mall, they didn't have trousers no way  
F: Or Initial wouldn't would they. It was just you know up and down all the time  
H: Some of them they were horrible weren't they  
I: So we mentioned it to them, did they think we could have trousers, and he started taking the orders down, and showed us what we were getting and he was quite happy about it  
A: So if you had any other suggestions about like how, the work could be done  
F: If it was reasonable then she'd listen to us, then if possible then we'd get it wouldn't we  
I: That's why we have a meeting isn't it every 6 months, if the girls need anything, or want anything, anything to discuss, they see Pauline don't they and me, and we just have a meeting like that, you know work it out that way  
A: Erm, has the Trust got Investors in People or anything like that  
D: Oh yes the Trust is Investors in People, isn't it  
A: But that doesn't really effect you?  
H: No  
I: No  
A: Does Granada have any other training schemes other than health and safety annual thing, do they do NVQs or..?  
D: I don't know  
F: Don't know  
I: Its never been  
H: I should imagine so if you were into it  
D: We've never heard nowt, at all  
H: But you know we've never kind of

F: It hasn't touched us yet has it  
H: No, but none of us is really interested in that are we. I suppose if there, if say there was a dozen of people that was interested then there might be.  
A: Is there anything that that Granada could do to address your or improve you job satisfaction?  
H: No I don't think so  
D: No I don't think so  
F: You'd have to go a long way to find, to dig something up I think for that  
D: Yeah you would  
F: I mean me its like everybody says, I mean we all come to work and we like a moan and what have you, but erm personally speaking  
E: But when you're at home you miss it you think  
All: Yeah  
F: Yeah its surprising  
H: I don't know about that though Dot  
E: Oh you do after about a few days, after a few days I get bored at home  
H: Do you? Oh I don't, I love me job and wouldn't do owt else, but I don't get bored  
E: Oh I do  
H: No I don't  
E: Don't you Janet after a few days  
D: Well I'm by myself at home, so I do  
E: So you are bored  
H: Oh no, as much as I love me job I don't miss it that much, when I'm not here  
D: Oh I get bored  
I: Everybody's different though aren't they  
F: No wonder laying on a bloody beach  
H: I don't lay on a beach  
F: yea you do  
H: No, no I don't  
A: Is it like the patients that you miss, or your co-workers?  
F: Well your patients come in shifts, sometimes you get a nice lot in and you know you can have a laugh and joke with, and another time you get the lot in that's quiet, or expect, and then that makes it a bit  
C: Well they think they're in hotel don't they, yeah  
F: Yeah  
All: Laughs  
F: And the trouble is you know, you can't do anything about it, so you just carry on as normal, but you think its time you were going home  
C: But you don't say anything to them though, you know polite  
E: But I'm on maternity though so its happy, you see  
A: And they don't answer back  
All: laughs  
E: Yeah its a nice happy environment, you see  
H: Its an occasion isn't it, they're not sort of ill up there are they, its different on the wards really isn't it, no ones really ill are they on our ward  
F: You've got to be, I suppose you've got to be careful, as I say you'll get some who'll come in and have a laugh with you, then some others who  
D: What can't take a joke  
F: you know and you can sort of you can sort of pick them out like, so otherwise that'll be all of us in trouble!

Laughs

H: What's she like

C: Maisie would! She stands on orange box \*\*\* sometimes

F: Sure do

A: What gets you out of bed in the morning to come to work?

F: Oh god!

F: Alarm clock!

Laughs

I: That was said together then! No I hate getting up in the morning, I think god do I have to

C: Well I need the money, I need the money so you make sure you're there

H: It doesn't bother me at all the alarm goes off and I'm up, it doesn't bother me

F: I'll hit you

H: I mean there is morning that

F: I'll hit you!

H: What?

F: I'll hit you

H: What for, it doesn't!

F: Its so easy, the alarm goes off

H: Well it is, well you do don't you. You get used to it don't you.

I: Some do some don't

F: Its automatic, isn't it

H: That's right

F: You wake up

H: I'm awake before the alarm anyway, so I just switch it off and get up, but I mean don't get me wrong, I'm not saying I want to come to work, not at all, but I'm up, and once I'm here its good

I: I was going to say once you get here you're alright aren't you, but you think oh god well I didn't want to come

H: Yeah, its alright, its smashing init, well I think it is anyway

A: So for you is it the people?

H: Oh yeah

A: Patients and co-workers or

H: Yeah

F: Yeah, but you find that with a lot of us, that if we didn't have then then we'd miss them, and we can be slack you know maybes coming up to christmas or holidays, when we try and get as many out

I: You get bored don't you

F: Oh it alright for 3 or 4 days, then its starts the boredom sets in, you know you find, I don't know about you lot, you get fed up, time hangs heavy

I: Well you've got all your work to do though

F: You bottom your ward, you know you give your ward sort of a good bottoming, and its still slack, then its just, its, well I think so anyway, they're long days, you know. Whereas when you're run off your feet you think, ah bloody hell I wish I was slack, I don't know about you, but its yourself you can't even it out can you

I: You can't do it can you?

F: Its yourself, you think last week you were wishing it was busy, this week its busy, you're saying, you know

A: Do you get opportunities for overtime?

All: Oh yeah

- H: As much as you want yeah  
D: Yeah if you want it  
H: If you want it its there  
A: What do you get for overtime, is it time and a half?  
H: No, its time and a half weekend isn't it  
I: But just ordinary  
C: Isn't it double on a Sunday  
I: For the girls that work on a weekend yeah, I mean if there's a girl that's off on a Sunday, they both get time and a half each  
A: Last question  
G: Oh come on make it stretch, make it out till 11 o'clock then we can go back and have a cup of tea  
All: Yeah, laughs  
G: Then that'll take us till 25 past 11  
A: Well you can take your time answering this one then, and we're using the flipchart as well, what aspects of your job are most important to you?  
H: Its patient care  
C: Yeah yeah, patient care I should think  
F: Well the first thing to do is to get into a routine, I think  
C: Cleanliness of the ward  
F: I think  
H: Its just pride, pride in what you do  
F: Yeah  
C: Yeah it is  
H: It is, it is like with me, I don't have a permanent ward I go all over the hospital, but whatever ward I go on, I do my best to make sure its done properly, and its just pride in your work  
C: It is  
H: Its just everything about it, it can be, there's a lot of people can say oh I can't be bothered, and I mean you do get days like that, but the rest of it, its just  
G: On the whole  
H: You make sure its clean, that's right and its patient care  
D: Satisfaction  
H: That's right yeah  
F: That what I always say, be'cause we can all skive, but once you walk off  
G: I wouldn't like to think that I'd been a work all week, and when I leave, you don't do you  
F: Once you walk off you think you've done your job, and that's it  
H: That's right, you know you've done your job right  
F: Yeah its pride more than anything  
H: Job satisfaction, that's what it is  
All:  
A: What else  
D: Patient care, cleanliness of the ward, pride, job satisfaction  
F: Well I mean knowing that that wards yours and not having no complaints  
All: yeah  
F: I mean that's, I know we've got satisfaction, but that's erm, yeah, you're protective of your own ward, literally. You know you don't, you ask how the others are going and what have you, but you're still  
D: Oh you're more interested in your own ward

F: That's it

D: Its your ward, and that's it

F: And you hope its tidy and if you sort of get bumped off, well not bumped off

Laughs

F: That didn't sound right, well why didn't you dig me. Like if your ward closes for some reason, like you know some holiday time, your ward closes and you get sort of bumped off, and you go on other peoples wards, you natter all the time you're down there, no matter how nice the ward is

D: 'Cause its not your ward

F: 'cause its not your ward, and the trouble is you've got to ask people, whereas on your own ward you can go straight to a drawer you can go straight to your cupboard, whereas if you have to come off your ward and go on somebody else's'

E: You've to ask everything

F: I mean short of the floors

H: Oh yeah, it was alright that ward wasn't it Janet?

F: You know but its just your own ward

D: Its never been the same since that

F: If you've got a ward then its yours, if you've got pride in your work then everything else can go to hell, its as simple as that. I think so anyway

A: If someone like comes along, and like you said its a mess on a Monday morning after the weekend staff, can you tell someone that they're

All: Yeah, yeah we do

F: Well we do but we don't we just bang, clatter and thud, the weekend staff the weekend staff, until its all done to your satisfaction

C: I mean when we leave a 2 we make sure everything's clean and put away

F: We always moan don't we, lets be honest, no matter when you're on your ward, oh look at that. Its be'cause they don't do it the same way, no two people work the same way you see, and then you've got to remember when the weekend lasses have gone off, there's been another shift on, which is the nurses, and if they've been busy during the week, they'll just sling the pots, and all, and you tend to blame you nights, and it might not be them at all, you know what I mean, so you just have a moan, and then think oh get on with it, and within an hour, its a though you've been there for a week. That's the biggest thing. Mind your kitchen, you'd wipe your feet before you go in it!

All: Laughs

F: Oh have you seen it

H: Spend too much time it that's what it is, not like us

F: Oh I love a clean kitchen, but the you get, you see my biggest bug if where you get your doctors round, that come first thing in the morning

H: Oh I don't bother

F: The house doctors, you'll 4 of them 5 of them trailing round every morning about half past 8, and you just get in your kitchen, and they'll all come in for a cup of tea toast, which you don't object to, you don't tell them that like, you know you say come in and have your cup of tea and toast, and you think sod off let me get on with my work! But you don't deny them or anything like that you know, its little things like that when you get stuck half way through innit, so apart from that you know

A: Yeah

H: Its spot on girls isn't it

All: Yeah

F: No can't grumble over anything

C: If you've got it done you're alright

H: By Friday you've got it right haven't you

Laughs

H: You'll get there by the end of the day

C: Yeah but you wouldn't leave it like that yourself would you?

D: Well I can only work to the standard I've always worked at

C: Yeah that's me, yeah

D: Can't work to any other you know, as much as

C: And they think, how come you left it like this?

F: You get your ordinary return don't you? Yeah but this is what I'm saying

Vi, it isn't the lasses, maybe it isn't our lassies that's left it like that, there's been a nightshift

D: Its the nurses

C: Yeah but they're supposed to keep all the rolls in there

E: Yeah but things like that the nurses don't

F: They don't they have cleaners at home don't they

C: The nurses don't do owt like that

D: No they won't

E: They don't care

C: So its up to the domestic to see all everything's put right

D: Specially when they boil milk over, ooh

F: On a morning

C: And bunging waste disposal right to the top, now that's annoying

H: She's a moaning little sod isn't she

C: No, no I don't leave it like that

F: You can't swing a bloody cat round though, I can understand if it was down there, but you can't swing a cat round in them kitchens down there

All:

A: What else is important in your job, is it pay a motivator or job security or

F: Job security' the main thing I think

I: You know none of us has mentioned pay before, that's how satisfied we are

D: You must be happy with your pay

I: Yeah 'cause its not been mentioned

D: We forgot to mention that didn't we

H: Yeah 'cause its not a problem

F: You got saddled with a right lot didn't you pet

H: You don't know what you let yourself in for with this lot I tell you

F: That'll teach you to be naughty, now you know how I feel

H: No I can't think of owt else, actually sorry go on

F: Well we're looked after aren't we and we're security conscious aren't we, we all have our own keys, and what have you like you know, but then as I say they come back down to the office

C: Oh mine don't I've still got mine, laughs

F: But as I say with cleaning stuff, you cannot, you just cannot falter, you know from cloths to buckets, mops, you get clean mops, I know it sounds trivial

A: No, no your equipment its there for you

All: Yeah

F: You just cannot grumble at all, so I mean clean mops maybe twice a week,



they get taken home and boiled and what have you, I mean she did listen to us over using the fluffers. I mean when they first came on they took our old dry mops off us and they put us on to what we call fluffers, you know, now we all complained about them, and to us they didn't do the job right, and yet she listened to us and went straight back

D: Mmm took them all off didn't they

F: Mm took them all off and went straight back to our dry mops what we were used to, you know, so its things like that that help the job along

A: Do they go in for any of these award schemes, you know like Best Cleaned Kitchen?

H: No, you'd have a riot on here

I: No, they don't do they

F: No they don't

E: You couldn't do that 'cause you leave a clean kitchen, and 10 minutes later

I: it can be full of pots

C: Pots yeah

D: It never stops clean

F: Don't you find that's what 'causes friction?

A: What a competition?

F: That kind of thing yeah

A: Healthy competition

F: No you see it wouldn't be healthy competition, here like my kitchen as I say, its never ever clear 'cause I have what, I can have 14 patients a day coming in for antigrams or what have you, the first thing they have to do when they come down is have a cup of tea, then when they come back they've got to have tea and toast, and its just one constant, so consequently

D: You never have a clean kitchen

F: You never have a clean kitchen you see

A: No its more like between Trusts, a competition between Trusts

I: No, the Trust comes round and checks the kitchen now and then

F: Oh yeah

D: Check the cleanliness yeah

I: Check the cleanliness, but I mean that's nowt to do with a competition or anything

F: The only thing the friend, the friendliness is at christmas when they have the ward, for the ward decorations then they come round and judge then for

H: Who won this year?

F: 7

H: Again!

F: It was a toss up between them and I think it was ward 10

I: 10

F: 10, we said it was fixed

H: Oh I bet it was they've won it for years

D: 5 years I think on the trot

F: Yeah but I tell you what, they take 5 days to put it up, and its er

D: Oh yeah they judge the wards

I: I think that's quite unfair though you know, be'cause some of the nurses don't get a hell ins chances of putting decorations up

F: No not on our wards

D: Not this year

I: So there's only like 3 and 4 of them that can

D: We didn't last year, we were too busy  
I: That's got any sort of decoration  
All  
D: They lost out Margaret this year, they lost it all  
E: Well they did, they've been that busy they just haven't got the time to do it  
F: It has been hellish this christmas, whether it was the flu or what  
I: Well I mean I think there was only ward 7, ward 10  
D: Physiotherapy's coming on our ward and we've got rehabilitation at one side  
I: No decorations up at all 'cause they couldn't get them up  
D: They haven't got time on our ward  
F: Well there was that flu, and as I say to me its just not worth it, be'cause I think that's what 'causes friction  
H: Causes arguments  
A: Does Granada have any like Service Level Agreements like where they have to come and check your work?  
H: Get monitor and checked don't we. Like it might not be your particular ward for the week, but its all on computer and it all depends on what ward comes up, it might be ward 6 for 3 weeks  
F: It usually is!  
Laughs  
D: Its like we only get told if we doing a bad job, you know so the monitoring  
I: But that's from the Trust  
F: The Trust yeah  
H: But as I say it might be done for 3 weeks and then for the next 6 weeks it might not be, it might come down to 20 or  
F: Keeps you on your toes and that doesn't it  
H: But I mean you've still got to do it, so there's no point thinking oh well I won't do it this week be'cause its got to be done  
D: Its makes no difference whether we're going to be monitored  
H: That's right, that's it  
F: Keeps you on your toes, 'cause lets face it we can all skive, I'm been honest and you can  
H: Everybody can  
F: Sometimes you come to work and you think oh god I've got an headache  
H: You know what you can get away with and what you can't  
F: But you know that you're going to be monitored  
C: So you don't  
H: We don't have many bad monitors though do we?  
F: No  
H: Just the odd little daft thing really  
D: You get told don't you on what you've been failed on  
All: Oh yeah  
D: And then you can rectify it can't you, if you know what you've been failed on  
H: It were the little daft things isn't it, but nowt major are they, they're just little stupid daft things  
D: Like top of fire extinguisher and  
H: That's right yeah  
F: And cobwebs  
H: Cobwebs  
F: Which come over kitchen door, wheels, the trolley wheels. I look at her

and I think I've been there leave me alone. She makes habit of that, and when she comes in the kitchen I can see her look right in the corner, and I say I haven't done it yet, then all of sudden she'll be talking to me just standing natural and you can just see her hand go along like that and she'll go, its been done

H: Crafty

D: They're crafty

F: Not being nasty

A: Is that the inspector?

F: No, that's our what bloody hell, its not nasty, she knows she's doing it and we know she's doing it like, but its not nasty. But as I say we get a list, if there is a list and then we'll put it right and that's it

A: Has to be done

All: Oh yeah

F: Too true

A: Can we order them into what's important to the least important to you in your job

F: Er I think

I: I think yeah top is job satisfaction

F: No, no job security first, that second

D: Then job satisfaction second

H: Patient care

D: Patient care

F: Cleanliness of the ward

D: Cleanliness of the ward

C: Oh yeah

D: Er

H: Pay

Laughs

D: Yeah get that in yeah

F: Yeah the bottom one

D: Then your reliable employer

E: Then your ownership of the ward isn't it

All: Yeah

I: Yeah that's it

A: That was quick

B: Thank you

A: Anything else we haven't looked at that you'd like to about your job satisfaction

F: Yeah me walking back up that hill up there, is anyone going to give me a lift

Laughs

H: Sorry Maisie

I: Get your bike yeah

A: Are you happy with promotional prospects that's what we haven't looked at, are there any or aren't you bothered?

F: There isn't really any promotion

All: No

D: there isn't really is there no

A: Did you become a supervisor from being a domestic?

I: Yeah

A: When did, how long have you been a supervisor?

I: About 3 years now  
C: And I wouldn't like to be one  
No  
F: They take a lot of flack, 'cause they don't get much more than us, so  
D: 'Cause like I say they work for it you know  
C: Yeah they do  
A: Specially been a hands on  
C: Well good luck to you Betty if you want to do it  
Laughs  
D: She does yeah  
A: Have you got any  
H: Got anything  
B: No I don't think so  
A: I think we've looked at everything  
B: Yes  
F: That poor lady hasn't got a word in edge ways  
Laughs  
D: The quiet one  
B: I'm here to just catch up the things that she forgets to say  
F: Oh right  
B: And with a talkative bunch like you  
Laughs  
H: So that's your answer Maisie  
Laughs  
C: We all look at Maisie  
F: Why look at me? I'm a good girl I am!  
Laughs  
A: Okay thank you very much

1. Job security
2. Job satisfaction
3. Patient care
4. Cleanliness of ward / Pride
5. Pay
6. Responsive employer - listens to suggestions & acts
7. Reliable employer
8. Ownership of ward

**TRUST D - East Yorkshire Community Health NHS Trust**  
**25th January 1999**  
**PORTERS**

**Present:** Louise (A)  
Liz (B)  
Chris (C)  
Malcolm (D)

A: Do you do portering all around the hospital?  
D: Yeah, there's only one of us on the shift so we have to  
A: Okay, laughs  
D: There's not a lot of porters on this site, its one every shift  
A: Right, so  
A: My first question is what do you like about your job? You haven't got them all there (they're looking at the agenda)  
C: Erm, you're sort of left to get on with it, there's no body really bossing you about, you know, once you've learnt the job then you just get on with it, you know there's not a really lot of pressure is there really?  
D: There's not a lot of pressure no  
A: So they trust you to get on with it?  
C: Yeah, yeah they do really  
A: How long have you worked here?  
C: 7 years now  
D: 5 and a half something like that, but that's different stages I've gone from security at Westwood, to being a porter here to being a head porter, that's just cause no one wants the job that's the usual way  
All: laughs  
C: Mmm  
A: No one wants the portering?  
D: No one wants the head porter  
A: Oh right  
D: I mean portering's great, its alright, its good, you get to meet people and everything else, but at the end of the day, top and bottom line is they don't pay you enough money for what you do..I mean we work one porter on a shift, so that means he covers moving patients, rubbish rounds, moving parcels from site, post in the morning, milkround, delivering milk, on-call on your bleep for furniture moves or anything like that, I mean that's what we do, we do everything on the site.  
A: Quite busy then?  
C: Changing cylinders  
D: Changing cylinders, so we are quite busy. I mean some days we might have a day where you know, but 9 times out of 10, I mean everyone says 'oh you always just sit in there' and that's all you do, but they don't see everything else that we do, so we run around doing this and doing that, but they only see you for one, the only other time they'll see you is when they come upstairs and catch you sat there, and they think that's all you've done all day  
Laughs  
A: So are you a head porter did you say?  
D: Yeah  
A: How long have you been that?

- D: Since September
- A: Laughs, a new one..so you worked your way up
- D: Well
- A: Well, it was lumbered on you (laughs)
- D: Well, I wouldn't say worked your way up, it was just the job was there and they were short staffed and it was like we knew the jobs, so we went into them
- C: Charlie retired didn't he
- D: Charlie retired, the chap before and its like, who wants to be bank porter and it went to Chris, Chris said no I don't want it, so I said well I'll have it then, but then again you wish to yourself sometimes no I don't wish I had it
- A: So what extra responsibilities are on that?
- C: Its when people are on sick
- D: Its when people's on sick its my job to get someone into cover, and if I can't get someone to cover its for me to come in
- C: Like Friday
- D: Like Friday, I done it like Friday, Christmas time, there's the wages to sort out and the time sheets to send them off in, and virtually its just everything that comes through, I won't say what I normally say in front of you (laughs) everything comes through like to you and then you just put it on the noticeboard. In other words the buck stops, you know it comes down and it hits you and that's it, and that's what you're there for
- A: Mmm
- D: I mean basically everybody does the same, apart from the lad that's on the post or the lad that's on the specimens. All the shift porters does exactly the same as everyone else does, so we all do the same, we all from 6 till 2, 2 till 10 and nights
- A: Right
- C: 3 shifts
- D: So we do 3 shifts, I mean 6 till 2 you're busy, 2 till 10's you're
- C: busy on a night
- D: Yeah you're busy on a night, you're busy after 5 o'clock after everyone's gone home, you're busy. You've got to lock up, sort post out, delivery the post down, take med. records down there, delivery x-rays and then come back up and sort whatever posts come through from Brid, and then you've got to come round this site and lock it up, and then do security checks
- A: How many beds are there here
- D: Bed wise
- C: There's only ward 1 now
- C: I don't know how many's on there do you?
- D: There's 4 cubicles, 1, 2, 3, 4, 8 about 17 beds
- A: 17
- D: But that's all there is, that's virtually it.. a lot of our work is down at the bottom end with pushing patients backwards and forwards from minor injuries and x-rays, or taking them from ward 1 down for x-rays, outpatients, physio
- C: Take them to physio
- A: So what do you like about your job, did you tell me (laughs)?
- D: Well, I mean there is the meeting of people and the different variety of things in jobs that you do, but at the end of the day it gets a little bit stressful when people start saying do this do that, do that and it starts creeping up and creeping up. I mean its not too bad

C: But you never know what's going to happen next

D: That's it

C: You know about it all moving across into maternity?

A: No

C: There's quite a lot of changes in 2 months time, you see all bottom ends closing down its all moving into maternity which moved a couple of years ago to Castle Hill, so you just don't know what's round the corner you know,

D: So to answer your question, we don't get to find out until the last minute, we are and everybody else

C: Forgot about at times, we are

D: everybody else know what's going on but us

C: like physio, xray, minor injuries have all been shown round it

A: except you

C: We haven't been in there since they started doing it up, you know, its nearly finished now but they haven't really told us a lot. There could be somebody's job on the line you know, I think there could be one job, you know the specimen, they could put his job onto us but, they don't keep you informed much, that's one of the problems I think

A: Have they merged then is that why they're moving to Castle Hill?

C: No

D: Apparently the mergers on at the moment, and this is just from hearsay, this is what we get to find out from drivers, and things like that, we don't get to find out from the Trust, is that Scarborough and Bridlington are supposed to be merging, Castle Hill and Llewellyn are supposed to be merging

A: Yeah I knew that one

D: Well, we're in the Trust you see, we're we're supposed to be merging with Hull and Holderness I think

A: Oh right

D: Don't quote me on this though, because as I say we don't know, we'll be the last to find out, we'll come in one day and they'll say you're working for Hull and Holderness now and that's it. So we don't get to find a lot out

A: No

C: Because we're not in a union or owt are we

D: No that's another thing

A: You're not in a union, is that, wasn't a union offered to you or

D: No

C: No, never has been

A: Would you like to be in a union?

D: Yeah, oh yeah, it'd definitely stand you in good stead, especially in a place like this, I mean some of the lads, we used to have security on this site, and some of us would be guaranteed 4 years. I mean I was one of them that was there when they said to us you've got a 4 year contract, cause this contract runs for 4 years, and the Trust turned round and said we don't want security, we'll put it onto the porters at night time, so them lads went, now I would have been one of them lads going if it hadn't been for the fact that I'd moved from security side to the portering side, but that was just another thing I mean they just said to us...cause we are contracted out

A: Who to?

D: Trident

A: Right

D: and because they said to Trident well we don't want security anymore, we don't think its worth it give it to the porters. This is another thing you see,

give it to the porters, and it goes on and goes on and goes on. So at the end of the day you end up with more and more jobs. I mean to start off with its great its great I mean you come in you see people, you talk to people, that side of the job's great you move around and do things, its just the things when they start saying, 'ooh and just this more and just this and just this', so at the end of the day you end up with miles and miles of jobs, that they expect you to do in a shift

A: and they wonder why they're not

D: Well that's right, and if its not done in your shift then it passes on to the next one that's coming on, so he falls behind and it goes on and goes on and goes on. I mean we do more cleaning now on a night time than anyone else

C: Yeah yeah they've piled all the cleaning onto us

A: Have they?

C: Yeah buffing up floors and that, polishing up floors with machines and that, because a lot of that work is involved with those that's closing down so what they going to have us doing instead of that, they'll be thinking of something

A: So

C: So you aren't kept in the picture really

A: But you've got domestics here?

C: Oh yeah

D: Oh yeah, no we're the domestics now. Domestics finish at 1 and don't come back on again till 4, so if there's a ...I don't know....I'll take like for instance someone had been sick once in the toilet. So they'd rang my boss up and my boss had said oh yes he'll go and do it. So off we go and there's another job for us to do. They just cut down and cut down and cut down, I mean they'll probably say its not them. The Trust'll say well its not us, its your actual firm, so you never know who's telling you the truth or not.. and then we just get to clean and clean and more cleaning. I mean on a night time, what was it?, with that key and the doctors, he say's there's a key.. we've got an on-call doctor on a night time, out of surgery they call it, and they weren't supposed to be, well they got a key in the end, but to start off with it was supposed to be for us, and what they said to us was, well we said we're going to be down there every two minutes backwards and forwards letting him in and out,' well don't do nowt on a night time do you?'

A: Apart from buffing the floor

D: Well this is it you see, but people don't see you doing that, so they think what we do on a night time is it up there, sit in the lodge and don't go out. I mean on a night time there's buffing, there's cleaning the ramp that's across there near ward 1 which is a full length, you've also got 3 security runs to do, I mean its not so bad, but you patrol this site by yourself, there's no one else, I mean you might have 3 nurses on, all ladies on ward 1, all ladies on Beaver Lodge, so if you get into any trouble, if you bump into anyone that's not supposed to be on the site, its you and you've got a radio, and that radio radios through to ward 1 or Beaver Lodge

A: Where the ladies are

D: But the point is, at the end of the day if you're getting attacked they're not going to be able to come out. I mean they're actually there to care for patients, so they're not allowed to come off the ward anyway, so you're just stuck in no mans land.

C: It is a bit risky at times

D: It is isn't it



A: You're just there to be seen to be patrolling as well

D: That's right and its a wide open space, I mean anybody could come in, there's nothing to stop anyone from coming in off the site, cause its not fenced off. I mean you've got the Westfield out the back here, you've got the road that runs through just all the time. Its not as busy as it used to be though is it?

C: No

C: No nowhere near

C: They used to do a lot of theatre work you know when maternity was here, you'd sort of have to take them in like, and clean up after they'd had bairn, you know take them back to bed, and that's was about an hour and half's work every time you got one like so, couple of them a night kept you going

D: So work dropped off

C: So that side of it has dropped off, there's more cleaning and less moving patients and that really

A: What is it that you really, well my next question was what do you dislike about your job?

Laughs

A: Specifically

C: Erm its the same old thing - money, you know you'd like a

D: A lot more

C: Another £40 - £50 a week, you know, but it'd never happen

D: And to be told what's going on, that's the major thing

C: We get further and further, well you know I think our average pay rise is, we get £2 a week, you just getting further and further behind people

A: Do you get overtime opportunities

C: No

D: Standard rate, its not double time or its not time and a half

A: So if you've got to cover someone shift.. its just normal

D: I just get a flat rate, oh yeah..and then the tax man takes it off me, so its not, all you're really doing is covering for the fact is you've got to cover because we need someone on the site

A: How long has Trident had the contract?

D: This will be the 4th year, or something like that. This is a 4 year contract and this is their 4th year

A: So this is their last year? Before they go out to tender again or

D: As far as we know, but as I say again, it like we're kept in the dark, mushrooms

C: There's no sick pay nothing like that, which there was

A: Isn't there?

C: No, if you're off then

D: Statutory

A: Holiday pay, do you get that?

D: Yeah but we get holiday, we do 4 shifts, well we have 4 lots of money should I say, we don't do 4 shifts, we have a weekend rate, a night rate and then a weekend night rate and a basic, but they won't put them 4 together for your holiday pay, you get the lowest rate

A: How many days holiday do you get?

D: 15

C: 3 weeks that's all you get

D: No, because its not 3 weeks

C: 15 days

D: 15 days if you don't work shifts, if you work Monday to Friday then its 15 days, but if you work shifts and you go on your holidays at nights you do 7 on the trot, so you go on 2 till 10, so you doing 12 in 2 weeks so you've got 3 days for the rest of the year

A: Cor

C: Yeah its poor..we've got poor conditions

A: So before Trident had it

C: Granada had it

A: Were they any better

C: Yeah they was, if you got 10 days if you were off 10 days, you got up to 10 days on full pay, er we'd have got up to 4 weeks holidays if they'd have still been there you know, that was due to go up when they lost the contract, well they didn't put in for it

A: Were the rates of pay the same?

C: Well their rates of pay were the same amount, something like £3.60 all the way through. Its better in a way now because you get more on a Saturday night than what you do like on a Monday afternoon, you should you know though

D: You won't get people taking sick leave just for going out on a Saturday night

C: So that schemes better, but apart from that the holiday pay and sick pay are worse really. 3 weeks isn't enough holidays. I haven't had a week off since August, you know you work all your bank holidays, Christmas you know. That is one of the worse things the holiday pay and the sick pay, that is pretty poor

D: A prime example is Christmas day this year, no boxing day this year. They swapped boxing day this year

A: To what?

D: To the Saturday

A: Oh yeah

D: And changed it so you got paid weekend rate on a Monday

C: So you didn't even get double time for a bank holiday

D: You got double time for boxing day on the Saturday, but that probably works in favour for the firm, cause they'll have less people working on a Saturday than they will have on a Monday, so they swapped it round

C: And they've got it all wrote in the, cause I didn't think they could do it, but they've got it all wrote in handbook like you know

A: In the small print

C: Yeah where we can make it bank holidays whenever we like

D: They can swap them

C:Its crazy

D: But we're not happy for the firm we work for

A: How satisfied are you with the number and variety of tasks in your job? Too many of them, too few?

D: Well this is the point you see, you're happier because you've got something to do, you're not sat down all the time, but there again you're not happy with as many as you get.

A: So you'd prefer fewer

D: We'd prefer fewer as long as it kept you going right through the day, not so you've got a big break where you're sat down. I wouldn't say I'd like fewer, because I'd be sat on my bum maybe 2 or 3 hours a day and that'd be no good cause you just get bored, I'd like fewer but still have them spread out

all the way through the time, so that you actually get more you get more of what you're doing and what you're working for

A: You're happy with the variety?

D: Oh yeah, the variety's alright, because you get to do different jobs and meet different people and that's great side, its just these little jobs that likes putting on, putting on top and doing that and doing that

A: Are you happy with the variety?

C: Oh yeah, yeah

A: Would you like to be multiskilled like as a ward assistant, where you do portering, catering, cleaning, dealing more with the patients, minor handiwork, all in one job?

D: Well,

A: Apart from the buffing of the floor

D: We do do cleaning and we do move patients

A: No catering

D: No catering cause its contracted out again you see, mind you saying that we move the food boxes, from the kitchen below us to ward 1 and Beaver Lodge, so we actually do move food boxes out as well

A: Do you give the food out

D: We don't give the food we move the food out, so onto the wards

A: But you are dealing with the food

D: We are actually, we push it from one place to the other

C: Yeah transport it, but don't dish it out

D: Don't dish it out, but we do transport it across

A: So you're practically multiskilled then

Laughs

A: What do you think of the Trust as an employer..or Trident?

D: Trident ooh

C: Trident..not very good really are they

D: No, I mean I've seen my boss, since I've taken over I've seen my boss twice

A: Since September

D: Since September

C: She's based at Brid isn't she. The supervisor for the area you know

D: But she'd probably turn round and say that's because I work shifts, but I'm happy for me not to see her, you know what I mean, I'm just getting on and we're getting through everything's running smoothly, but at the end of the day she never comes down to see you

A: But you happy for

D: I'm happy for her not to come down to see me, yeah. It's a bit like Catch 22 that one

A: What about the Trust as an employer?

D: I wouldn't actually mind if it went to back into in-house just to see it would go like, just to have the Trust as employers

A: Before Granada was it in-house?

D: I don't think its ever been in-house has it, it maybe when it first started but I don't know

C: A few years ago it was

D: But I'd like to see it go back in-house

A: Just to see

D: Just to see what would happen

A: Is er domestics outsourced as well?

D: Domestics are Trident with us. Trident have contracts for clinics,

gardening, Westwood, Brid, and all the health centres

C: All the health centres

D: So its a big contract

A: Do you feel valued by them?

D: No

C: No

A: Neither Trust nor Trident?

D: Neither Trust nor Trident?

A: Do they treat you fairly as an employee?

D: I don't think half of them know that we're here. I honestly think half of them don't know we're here. Alright they see you walking around, but they don't know what job you do, and you're just a number that you ring to move some furniture. I mean there's some people like Amanda who you bump into who you have to work with on a constant basis, and then you get to know them, but most of the other people they don't know who you are, they just ring you up and you're at the end of a phone, if they want a job doing you're there to do it, that's basically what its like

A: Is that cause you don't have much contact with the people who ring you up

D: The only time we see anybody is if we walk into an office. I mean its like we just walked into there, and knocked on the door

A: Who are you? laughs

D: That's right, people just go hmm yeah, so you just think obviously people don't know who you are and what you are, so as far as they're concerned you could be jack the lad, and that's it isn't it

A: What, is Amanda your supervisor

D: Amanda

C: She's Hotel Services

D: Hotel Service Manager, so she deals with contracts, so she's sees more, she'll talk more to my boss, and if things are not going right, then she'd probably talk to my boss and my boss will talk to me. it'll work that way round.

A: So if you had a problem or anything, who would you go to?

D: Well we're supposed to go to my boss first

A: To Trident

D: Trident

A: Not Amanda

D: No, it just depends what it is, and no no you've got to go and see Trident first though haven't you really, they're the ones who employ us at the end of the day. The Trust employs them through the contract but Trident employ us.

A: So do you just ring them up, there's no bod you can talk to?

Laughs

A: No, just at the end of a phone

D: That's right you ring up

A: Right, do they keep you informed about relevant developments?

D: No

C: No, definitely not

D: No, we don't actually know, if they actually knocked that building down over there where we are now, we wouldn't have a clue where we're going. We don't know what's going to happen on nights when they have, if that place opens. We don't know where things are in that place to start off with. We'll

be the worst because we're supposed to go in there and push patients from place to place, and we'll be running around with a map in our pockets, going its just round that corner there.

A: So are they knocking that place down?

D: Well that's another thing, we've heard rumours of rumours, we're supposed to move over to cottage, no we're staying where we are, so we're still none the wiser, all we can really say for sure that safely, is that the post room will stay where is it, but that's about it.

A: Er, I was going to say are you satisfied working for the

C: I mean we're satisfied but we don't have a lot of choice really

D: That's it, its money at the end of the day, and that's the big motivator at the end of the day

C: We've had one or two porters left for better paid jobs, and a lot of them are out of work now

D: We've just got one that's come back in. He left to go for a better job

C: We've had two that's come back

D: Yeah and he's back again now portering

A: So you see it as a secure?

D: Well no not at the moment, to be honest

C: Fairly

D: Its fairly secure unless

C: Unless you're last one in

D: unless you're last one in and then

C: His job could be dodgy if they cut back a bit, but with us being in quite a while now we're fairly secure, aren't we

D: It virtually works last one in

C: it usually works like that

D: Is out, if owt goes. We don't know if they're going to cut hours, make us go onto continental shifts, I mean it opens in 2 months time

A: Right and you don't know anything

D: And we're still none the wiser what's going to happen. I mean that's and basically you can blame the Trust for that. Someone from the Trust can come across to just say to us 'look lads this'd is what's going to happen, and its going to go like this'.

A: Amanda's not said anything to you

D: No

C: No

D: The only person that knows where he's going is the specimens lad.

C: I think he's asked hasn't he. he was getting a bit worried wasn't he

D: He was getting a bit worried cause of his job, because he wasn't actually on a map. I mean this is how good it is, they've got a map up, and he's had to look at that map to see if his specimen room's there

A: And its not

D: And its not on it, and he was still none the wiser until he had to ask.

A: That's not very good. Would you recommend it as a good employer...Trident?

D: Trident no

C: No

A: What about the Trust?

D: Its the same again you see, I mean at the moment we're looking into this thing where we're going into a new place and no ones told us anything, so at the moment no. If someone came across and told us, look lads this is going

to happen and your going to go there and you'll still going to be here, probably yeah, because really I mean they don't bother us in that situation, but they don't tell us anything that's going on. So yes and no.

A: Splendid isolation

D: It is

A: Are you satisfied working with your supervisor and manager?

C: Julia Marsh

A: That's Trident woman?

D: No, she's never about

C: She doesn't like you asking things you know

D: Well we do we do we do like to be left alone so you're getting on with your job, but its also handy like stuff like, we had to ask WE had to ask, that in April will we get the £3.60 minimum wage. Will we get the 4 weeks holidays, they weren't forthcoming with this, so we've had to ask this, and all they say is that if you're going to get it you'll get it

A: That's their answer?

D: That's their answer

A: Have you got no supervisors here then in the Trust

D: no

A: none at all. So you couldn't go to Amanda with problems, you have to go to the woman

C: No

D: You'd have to go to the woman, and if you wanted to go higher than her, then you'd go over her and go to the Regional Manager or Area Manager

A: Right, is, have you had any bad experiences with the supervisors?

C: No I haven't

D: Can't say I have, no. I know we've had petty ones

A: Petty ones?

D: Yeah, well we have a TV in the Porters Lodge, and we used to have it on all day, no one would actually sit and watch, unless you were on a day break

C: We'd get drivers up, don't we

D: We'd get drivers up, and they'd all sit around and watch it on a morning before they went out. One day the big boss come down, so the big boss walked into the room and saw all these drivers, and I think it was when we only had one driver and one porter that used to work for Trident. Blew his top, but our supervisor wouldn't tell him that it wasn't all porters in there. So they said right cut the TV off, so we said fair enough cut the TV off, we're not bothered, put the radio on. Just for a bit of background music

C: Then that was that

D: Cut that off, and you have nothing

A: You're not allowed a radio?

D: We're not allowed a radio

C: Not between 8 and 5

D: 8 and 5, we're not allowed a radio or a TV. After 5 o'clock we're allowed one, and before that, but not in the hours between 8 and 5.

A: Why what happens between 8 and 5. Is that the main..

D: Because of the Trust

C: Because that's the hours that they work isn't it. Because if they come in and the telly's on, well she didn't actually say we couldn't have it on any other time, but I asked and she said well use your discretion, and that's what she was meaning was when they aren't there you can watch it like on a weekend

- A: That was the supervisor?  
D: yeah, but as for the radio we got nowhere  
C: But the radio I think that was ridiculous  
D: Its just petty like, because we got one over. We'd actually put the radio on and they're thinking oh I didn't think about the radio, but if you walk round the site in some of the offices they've all got radios on  
A: So that's them though, that's Trident rather than the Trust  
C: Yeah  
D: Well we think its Trident. We don't know if its the Trust, its the same again no-one's ever told us who's told us to turn the TV off and who's told us to turn the radio off. So we're just saying its Trident, whereas it could be the Trust.  
C: I think its Trident  
D: I think its Trident, just being petty  
A: Do you think that they treat you with respect though  
D: No, they don't though do they  
A: Do they take you for granted  
D: They just take you for a mug. Its like I was saying before about the sick and they rang my boss up and he says yeah he'll do it  
A: Without looking at what  
D: They even rang my boss before they even come and see me, to make sure that they were clear that we were going to do it.  
A: Is that all bureaucracies, like the channels that they have to go through?  
D: Well, you would have thought that they'd have rang us first to see if, and we'd have said yeah we'll clean it or no. And then think oh well he's said no, so we'll go to his boss and find out what he's got to do, but no they went to my boss first to make sure it was alright and then went back  
A: Do you have to log all the extra jobs that you get?  
D: We log every job that we do, no one looks at it  
A: Is that for Trident, no one looks at it  
C: Its really for the benefit of you because you know the jobs been done, you know the next shift knows what's been happening, you can open up building on a weekend and he comes onto his shift and he knows that that's to lock you know. So you write down more for your own benefit don't you really, messages and that, and then you can make sure job have been done then  
D: That's what its for  
A: Do you feel appreciated working for the Trust? Are they a fair employer  
D: Erm, I suppose they are fair really, I mean we've got our gripes, and mean everyone's going to have a gripe, no matter what it is, you're always going to gripe at your boss, so it makes no difference really. In some ways yeah but in other ways no you know. Its like the thing when you walk into a room, everyone's just who's that  
A: I mean usually porters are well known because they are  
D: That's right, its like sometimes staff'll change left right and centre, so you just you don't know do you, but I suppose we do deal with the Trust, but we don't deal with the Trust outright, our main thing is like Trident. I mean the Trust will give us our jobs to do and we just go and do them. It's like Amanda will send me a memo through saying that I need a furniture moving something like that, so we just go ahead and do it, but er, as much as working for the Trust, you're just going through Trident all the time  
A: So do you feel appreciated working for Trident?

D: No

A: What do you think motivates people to work for Trident or the Trust?

D: Certainly no.. well I suppose it is money at the end of the day because you need money to do what you want to do, even though its a poorly paid job, you still need the money. I mean you watch the news and you see the nurses shouting out for more cash and then you realise what you're getting, and you think you'll never get the raise. Every money that comes into this Trust, the first people they're going to pay is the nurses, the porters aren't going to get it.

C: Our pay rise, our normal pay rise is 4th of January, and we just haven't got it have we

D: Well we won't get it

C: Because of the minimum wage

D: £3.60

C: But you're never informed, but it should still go up shouldn't it

D: Oh yeah, but it won't though

C: But we've never been told, why we haven't got, just they aren't going to pay it because of the minimum wage is coming

D: But you see that's the Trust then, because the Trust pay Trident and then Trident pay us. Alright, so its not going to be, I mean they're are going to take so much off whatever the Trust, they've been contracted for the Trust, but at the end of the day. I mean we were supposed to have a rise last time, but they said to us you can have it, but the trust has got no money so you can't have it yet.

A: And you've still not seen it?

D: Oh we got it at the end of the day

C: About £2 a week

D: About £2, that's 5 pence an hour

C: Because we've had 3 different contractors in the 7 years I've been here, for the first year of taking over a contract they don't have to give you a rise, so that's 3 years out the last 7 that we haven't even got a rise, and the other 4 years we've got £2, £2.60 you know

A: Do you get a cost of living rise?

C: Well its supposed to be inflation, but because you're on a lower wage it maybe works out what £2.60 or something like that

D: And you'll never see the Trust going for the highest one will you

A: No

D: I mean there's rumour now saying our boss has got to save £20, 000.

A: Really, Trident boss, right

D: That's what they've promised the Trust that they'll do. Throughout everything they own. I mean we're down to a bare minimum on cleaning, on porters - we've only got 2 bank porters, 2 of us go ill, the one on his day off's coming in, because we just haven't got, we haven't got 2 bank porters we've got one. I asked for the bank porter to be changed in a 15 day block, so that one 5 days on 6-2, 3 days on 2-10, 3 days on nights, 3 days on post and 3 days on specimens. And they told me, you can't do that because its too expensive, but they're willing to give me the 3 days here and the 3 days there, so we do actually get the 15 days, but all spread out, so I just can't see the mentality, I mean they're going to pay the money at the end of the day its just they don't want to pay it in a block. So unless that's because they've got a budget from the Trust, and if they have they've spent that



budget, and if this is their fourth year, this is their final year on the contract, so as far as we can see they'll do everything to keep the contract, so if the Trust tells them to cut £20,000, they'll cut £20,000.

B: Do you think they will keep the contract?

D: We don't know, I don't think so. I mean if they don't keep the contract

C: No, I don't think they will

D: If they don't keep the contract, then we'll get changed wherever we go to a TUPE contract, so that means we may not be

C: We might be worse off, we don't know

D: We might not be, well we'll still get £3.60, with this minimum wage coming in in April, so we'll still get £3.60, but that means our holidays may be dropped, so that's

C: They can't drop them anymore

B: They can't could they?

D: Well it depends which firm comes in though doesn't it

C: No, its 3 weeks, maybe 4 weeks next year, that comes in November

D: But that's not, that's not law

C: It is

D: 4 weeks is not law

C: It is next year

D: Is it?

C: Yeah

D: So we'll get 4 weeks

A: But that's only cause its law

C: That's next year

D: That's only cause its law, if it hadn't have been law, we'd still..I don't think in the 4 years that we've worked for Trident, we've not had a rise on holidays, they've not actually said to us

C: No, its always been 3 weeks

D: Its always been 3 weeks

A: 15 days

D: Well that's why I said, Chris says 3 weeks and I say 15 days, cause if you follow a night shift which is 7 days, and then you get what 3 days off

C: 2 days off

D: 2 days off and you're going onto 2 till 10s you've got another 4 days, and that's like your 2 weeks up, so you've spent..I mean I'll going away this year and for me to go away its going to cost me 12 days, so I'll have 3 days left, I go in August for the rest of the year, I've got 3 days

C: Its nothing is it

D: I mean the Trust must realise what they do, but you don't see the Trust saying, well hang on a minute

A: So what is it that makes you stay?

D: Its money isn't it, you can't chuck it, at the end of the day

C: We haven't got the skill, well I haven't

D: We haven't got the skill

C: You look for the odd job, you know you're always looking and you apply for the odd one, but er

D: At the end of the day its money, you can't walk out on a job now. You cannot walk out of a job and think well I don't care and I walk out and I'll go and get another one, cause you just won't. I mean we've just had one of the biggest employers in this town cut their staff by half - ABI

A: Have they?

C: Caravans

D: Caravans, went bankrupt

C: They were out in Beverley

D: So they've cut their staff by half, so there's half them blokes looking for work and if they can't manage it then they can't manage it, and the most I can get is labouring, so you know you're in, well in a way you know its a safe environment, we think, because they've just modernised all that

A: Cause you'll always need hospitals don't you

D: Well who's to say that they're not going to shut it down, in two years time? I mean they've shut Cottage down that used to be in Beverley, which was a small hospital that's shut down, because they say well Castle Hill's close. But there again having said that, we'll be the last to know about that as well.

A: Do you have like training schemes, do Trident, I mean you've got your lifting and your handling and that sort of thing

C: Yeah, we've got that, we're doing them aren't we

A: Are they annual things?

C: Well, no I've only ever been in one in 7 years, only been on one

A: What was that lifting

C: Yeah

D: That's if you do your back in you can't claim. That's what that was for

C: I think that some of the lads haven't, have they. Well I've only been on one, but I bet Paul hasn't been on one since he's been here

D: No he hasn't, cause there isn't one

A: No Fire?

C: yeah we get one of them once a year

D: You've got to do that once a year, got to by law

C: Fire's pretty good, they're pretty keen on that aren't they, but the handling, I bet there's not many porters been on handling course here

D: 3

A: Did you get like induction training for when you first started?

D: No, you knew the job and you went in

A: Oh right

D: I actually started as security and cause I gave the lads a hand, because we were bored sat in maternity really that's the basic thing

C: You used to come and help us, you used to know the jobs didn't you

D: and you just got to know the job. So when the job came up, they said to us do you want a porters job, so I said okay I'll take it, well you know what you're doing so off you go. I mean sometimes, the kid that we took as a bank porters' had 3 days on 6 till 2, but Trident would wish me not to give him that I don't think, they just like them in for a day.

A: So they've got a days training?

D: Well he got 3 days training cause I asked for him, but if I'd had said to them he can do it, Trident would have said okay go on then.

A: With no days at all?

D: No

Laughs

A: There's no NVQs or stuff like that?

C: No

D: No

A: Has the Trust got Investors in People, do you know?

D: Haven't got a clue, if they have we don't know.

- A: I think they would have told you if they had
- D: They haven't told us, well, I don't know, if they have they haven't told us
- A: I don't know that's something to brag about though, Investors in People, not that its worthwhile or anything, but it is something to brag about
- Laughs
- A: Is there any sort of suggestion schemes that you can tell Trident, if you think something can be done better, would you just go ahead and do it?
- D: Just go ahead and do it
- A: And they wouldn't
- D: Well no because, the only thing that would happen is the fact is that if you was doing..I don't know if the Trust thought you were doing it wrong then they would complain to Trident, but apart from that
- A: So you can't tell the Trust you have to go through Trident with any suggestions
- D: Well I mean, to be quite honest there's not a lot to suggest in this job is there, different ways to do anything
- C: No
- D: I mean the only thing you could change was post, but
- C: Shift rotas
- D: Shift rotas, but there's a lot of messing around if you're going to start messing around with shift rotas, so really no its just get on..Because there is virtually nothing you can change, they bleep us and we go and pick a patient up, if they bleep us we go and do, we ring the number and we go and do whatever job there is to do, so there's no change
- A: So anyone can bleep you
- D: Oh yeah
- A: Anyone, administrators and anything. So you don't see the patients that often, or do you?
- D: We don't see patients, I mean sometimes you might get one of them, I mean one time there was one bloke that kept going down to physiotherapy from ward 1, so you kept, if you were on the right shift you used to take him down and bring him back if you were on 6 till 2. If you were on nights forget it. When I come back off nights, everyone says to me where have you been, have you been on holiday for a week. That is the same question you get every time isn't it
- C: Mmm
- D: People just don't realise, cause minor injuries shuts down 5 o'clock, they think that's it everyone finishes at like 5 o'clock and everyone goes home. I mean we handle more patients from minor injuries so we don't, so you don't get, you might ask them 'is it nice out there', you know or just make pleasant conversation as you push them up the hill, I mean you actually push them 20 yards and that's about it, into xray leave them in xray, then you come back and push them back down the hill again. But you don't actually get a lot of conversation, I mean its very rare that we'll go on ward 1, we only go on to pick rubbish up, change cylinders, take the food box off, we don't go on there and sit and have a natter to the nurses
- C: It changed though didn't it, when maternity was on the go you dealt with them all
- D: You dealt with a lot more people because there were a lot more nurses on that side
- C: Moving a lot, no on that side its changed a bit, you know, not so much

patient contact as you used to

A: So do you get on with your co-workers alright, do you get on with each others?

D: Well, yeah I suppose so

C: Yeah we do really

D: The thing is saying that, we can't socialise

C: There's always one of you working

D: Its like when everyone else has a Christmas night out, we don't have one

A: Someone's got to be here

D: because someone's on 6 till 2, 2 till 10 and nights, so that's 3 out of 5 of us, so that means there's 2 of you to go out, so its just like a no-go situation. If you actually want to go and social, they actually brought a rule in now, neither of us can have the same time off on holiday. Because when I first joined me and Chris went to the same place on holiday, and when they realised that there was 2 people go on holiday together, they quickly banged in a thing, saying no 2 people to be off at the same time, so we have to have a planner on the wall now, to plan the holidays out and everything.

C: There used to be a lot more of us you see, there used to be 2 theatre porters as well so there was what 9 porters before it moved to Castle Hill, so you could have 2 off at the same time because you maybe had a couple of bank porters to cover, but we only have 1 bank porter now you know, so you're only allowed 1 off at a time.

A: What gets you out of bed in the morning to come to work?

C: The alarm clock

Laughs

A: Someone else has said that one

D: Its the cash again isn't it

A: Money, fair enough

C: Well you've got to do it haven't you because the person before he's stuck there if you don't turn up, the person before is stuck there, you know

D: Especially if you've been on nights, you've done 8 hours of nights

C: You don't want to do another 8 hours

D: And someone rings you up at 4 o'clock, well sometimes its less than that, I've had 2 hours notice, that someone's ill, and then you've got to go in and cover.

A: What's the longest shift you've worked?

C: 16 hours

D: That's 2 shifts

A: Right

D: Well one lad, d'you remember Mark, he did 4 16 hour shifts

A: In one?

C: No

D: The only 8 hours he was getting off was his 2 till 10s. He was off his 2 till 10s

Beeps

A: Do you have to go somewhere now

C: yeah, are you nearly done are you?

A: Yeah

C: They can wait 5 minutes, its 6695, I think its Archways or reception. I don't know that number. It isn't a patient anyway

A: Nothing urgent then, oh let them wait them

D: We'll just say Amanda said we had to stay on

- A: Yeah, in your own interest. My last question then, which is on the flip chart, can you list what aspects of your job are most important to you
- C: You've got to be pleasant
- A: Or what's important to you about coming to work. So your money
- D: Money yeah, and also there is actually someone else relying on you coming in for that shift, so if you don't turn up, then that person, like if they don't ring me, like if I'm on nights and we can have a bank porter, then that person would have to ring and then we'd have to shuffle around. So you know you've got to come in for a colleague.
- A: So its someone relying on you?
- D: yeah
- A: Is that like
- C: its just like teamwork really
- D: yeah, but if you don't turn up, you lie in bed thinking ah I can't be bothered to go to work today, there's somebody sat there thinking aye aye
- C: yeah
- D: You're letting somebody down, so that's another reason why you come in, I mean its definitely a reason why you come in at 5 o'clock in a morning..everybody's looking through their windows laughing at me.
- Laughs
- D: Cause you're off to work and you're thinking you're not earning enough so you're having your Christmas day ruined. I mean this lad here's worked 7
- A: Christmas days?
- D: No, New Years Eves
- C: Cause you're always on the same shift everyday, its a four week rota, so it you never changes really
- A: That's not fair
- C: It isn't really
- A: Surely that's not fair
- C: But er I can Christmas day off, next year I'll get Christmas day and boxing day off
- D: But there again you lose out cause you don't get the money
- C: But you never get all 3
- A: What else is there
- D: I don't know, we're doing well to get 2 aren't we
- A: You've got to list 5 things
- D: Five!
- A: That are important to you, most important to you about working in general, well on the job
- D: I can't do 5 can you. I'm not being funny
- A: Pride in Service
- D: Yeah I suppose so
- A: I don't want to force you into saying these though, so. Out of them 2, which is most important to you out of them 2?
- D: I suppose they're both important
- C: You like to do a good job don't you, er
- D: Yeah
- A: Do you come to work for job satisfaction? Do you get job satisfaction out of your job?
- D: Yeah I suppose you do, end of shift when you're going home
- C: You think well

D: I've done my little bit to keep the hospital going, so yeah that's I suppose

A: So you're doing it for your co-workers or the patients or you don't get much?

C: We like to at it, you like to do a good job really. Like we've had some that haven't, haven't we, like some that just come to be daft don't they

D: Just don't do owt. Its like today it was 5 to 2 and Chris was in, but you don't like to leave. I don't like to leave a job for him or anyone coming on to that shift. I'd rather do 5 minutes extra and get that job out the way than actually leave

C: So that's job satisfaction

D: Than leave it for someone to come in and have to do so. I just wouldn't

A: Well you know how you do some domestic duties on a nights, do you feel sort of teamworker relations with the domestics?

D: No

A: You're not doing a good job cause it helps them

D: We're doing a good job

A: No I don't mean you're not doing a good job, but you're not doing it to help them out?

D: No, because we've got a notice on our board saying we will help the domestics and we will, but this is all one way. They don't come in, and we say well we're a porter short, come and give us a hand shifting a table

A: no

D: Oh no, but because the cleaning wants doing, we have to go and do the cleaning. So no we don't, we just think the domestics put on us, at the end of the day. I mean if it was a case of..I mean used to know that they used to have someone to do that floor, and they, now that that persons gone, now we're doing it, so as far as we're concerned they're putting on us, so when you go on you do because you've been told to do it, basically. I mean everyone say well, what else would you do on a night time. It does pass the night away. But at the end of the day it would be nice to be asked, not to be said well you're doing that, or would you mind doing that lads, but we don't get that, we get well you are doing it

A: That's Trident

D: That's Trident, but there again they're covering money, they've saving money, but they're only saving money for one thing, for the Trust.

A: Yeah

C: You've got to stand in the 2 things, no 1

D: 1 left

A: Right can we put them in order of most important

C: Probably in that order

D: yeah

A: Yeah, okay that's fair enough. So how do Trident communicate with you, if you don't ring them?

D: They ring me, well a prime example is I got bleeped this morning and I can see its a Brid number and I know it was Trident.

A: So you ignored it?

D: No I actually answered it, cause they wanted some paper work sending across, cause it hadn't been sent across for the bank porter, for his contract the signing, and they hadn't sent it across. but I only picked it up on Friday, but this is how eager they are, if they want something off you they're on your back every 5 minutes, you want something off them you won't see them

A: Do they have a newsletter or

- D: Yeah they do, we only get it when  
C: It's like a national thing  
D: We only get it when she's in it, she brought a big bundle down like that because she was in it on the front page for winning a prize  
A: Was that the supervisor  
D: yeah, but as far as we're concerned Trident don't care about us at, cause they've got the new Brid hospital opened, and that's their little baby now the other hospitals opened.  
C: Yeah now they've got that contract  
D: With us it's like ..because they've got Brid and Scarborough and they're close together, and with us here all in our little niche, we're just out the way, we're miles away from anybody  
A: So would you prefer to be employed by the Trust than Trident?  
D: Trust, maybe I mean, you're not saying you would, but maybe you'd get to find a little bit more out  
A: yeah cause they're there aren't they  
D: And then maybe you'd get to complain to somebody cause they're there, maybe then they'd listen, but there again nothing to say that they would do  
A: Right is there anything else that we haven't looked at that you would like to add about your job satisfaction?  
D: No I don't think there is  
A: Would you say you were satisfied in your jobs?  
C: At the moment, but I say a couple of months time you don't know what's round the corner, you know  
D: You don't know  
D: I mean they might cut us down to 3 and then we'd say no we're not satisfied, you doing 12 hour shifts and we'd say no we're not satisfied. But they'd say it's cutting our hours  
C: They could be changes you see, but at the moment  
D: We're happy  
C: We're ticking over aren't we  
D: I'd just say we were happy, I wouldn't say we were satisfied. See if someone came up to us and said this is going to happen, that's going to happen and that's going to happen lad, then yeah we could turn round and say yeah we are happy, but at the moment they're not saying that, neither the Trust or Trident  
A: Have they ever said that, have they ever given you that much certainty  
D: no  
C: No, never  
A: So it'd be quite miraculous  
C: Come back in 3 months and ask us again  
D: It would be very miraculous if we knew what was going on before that opens what we were doing  
A: And that's in a couple of months?  
D: And that's in a couple of months, and that's actually getting near completion and we still don't know where we are or what our job is. I mean I found out today, nurses from MI - minor injuries are actually going to be pushing their own patients up to xray, but that's off somebody else, that's not off somebody else, that's not off the Trust, that's off another nurse. I mean you just don't know  
C: I mean there's 2 levels, you don't know who's on top, are you going to be moving patients up and down, or we don't know haven't got a clue

A: So you reckon

D: You'd have to move them if they're going to physio its on the top floor

C: yeah but I don't know

A: Do you reckon its the Trust that doesn't communicate with Trident to communicate with you

D: Well I mean at the end of the day, what's stopping the Trust communicating with us straight away? Why go through Trident?

A: So its more the Trust than Trident

D: Yeah, why can't the Trust come over to us and say look lads this is going to happen. Alright, tell Trident, we're not saying don't tell Trident, but if they're so like, well these are members of our working community, why don't they come across and tell us. I bet you everybody, if it was an office move, I bet you everybody in the offices would know, what was going on, and its the same with the nurse know what was going in, but we don't

A: Right, I'll let you go

Beeps

D: Alright

A: Thank you very much for coming, it was very useful.

Laughs

1. Money
2. Letting colleagues down if you don't turn up
3. Pride in Service
4. Job Satisfaction



**TRUST E - NOTTINGHAM HEALTHCARE NHS TRUST**  
**MONDAY 1 FEBRUARY 1999**  
**MULTISKILLED**

**Present:** Louise (A)  
Liz (B)  
Maggie (C)  
Christine (D)  
Alison (E)  
John (F)  
Rita (G)  
Marilyn (H)  
Geoff (I)

A: Could you introduce yourself and what sort of job you do? You first.  
I: Me introduce myself, my name's Geoff and I've just started today as a team leader of the porters at Wells Road  
A: Right  
H: Marilyn Marshall, team leader for Wells Road and Duncan Macmillan House, over domestic portering  
A: Right  
G: My name's Rita I work over at Lingbaugh House, I am a domestic and I also do the laundry there  
A: Right  
F: I'm John, I'm from Highbury, I do domestic, carpet cleaning, hanging up curtains, various jobs  
A: Right  
E: I'm Alison, I'm a domestic, plus acting team leader now and again  
A: Right  
D: I'm Christine, I'm a temporary team leader covering domestics and portering  
Mark Davies: Sorry to interrupt briefly, I didn't know you were here actually here, right see you later then, when are you expecting to finish?  
A: Er 11 ish, right cheers  
Laughs  
C: Maggie Evelyn, co-ordinator, Hotel Services at Highbury  
A: Right thank you. First question is what do you like about your job?  
D: Everybody's gone quiet  
Laughs  
C: I love everything about my job, I really love my job, sounds stupid but I do  
A: It doesn't sound stupid  
D: I've been doing the co-ordinator's job on maternity cover for er about 3 or 4 months now, and I love it. 'Cause you get into different departments now and you get round about the Trust, its great  
A: Do you get on with the people you work with, sort of thing?  
D: Yeah  
E: Yeah  
Laughs  
C: Most of them, you can't get on with everybody  
H: You're bound to have an off day  
A: Do you see patients much? Do you work with patients?  
All: yeah

- A: Is that part of what you like? Is that one factor that makes it a good job?
- H: Well I think with the Wells Road and that thing you do, they're allowed to go all over anyway so you're bound to interact with patients as well 'cause its their home so they're bound to go anywhere they like
- A: Right yeah
- H: So if you are in the same building you are going to have interaction with them
- A: Mmm, so what is it that you like about your job, you haven't said yet?
- H: Its different every day, you can't actually come in in a morning and say well I'm going to do this, you try to but it doesn't always work, and I think its just a different aspect of it every day.
- A: So its the variety of it
- H: Yeah, and that's whether its good or bad
- A: What do you dislike about your job?
- Laughs
- D: What was that?
- E: Getting up early in the morning
- A: What time do you start?
- E: 8 o'clock
- I: Poor thing
- G: Mine's a bit time consuming, laundry side of it is a bit time consuming
- A: Is that only part of your job, the laundry?
- G: Yes
- C: I don't like weekends, although I'm not having to do them at the moment, but er I will have to go back to doing weekends, and I don't like weekends
- A: "Cause of the inconvenience of them?
- C: Erm, well its the only time we're all together as a family really, so I've really enjoyed not doing the weekends
- A: Are weekends like, do you do them in shifts?
- C: Yeah, as a normal teamleader, you would do them every other weekend
- A: Right
- C: Actually interferes with my football as well
- Laughs
- C: But when I'm doing weekends, it does make the odd weekend quite a long weekend really 'cause I'm off half seven in the morning and I don't get back till 6 o'clock after the match, so
- D: I like it, it gets me out of doing dinner
- Laughs
- C: Yeah, yeah, there is that, no Sunday dinner to cook
- D: That's it yeah, you don't have to do any of that
- A: Erm, do you, what are your chances of promotion, is that a good aspect of the job or doesn't it bother you what your chances are?
- I: Well it was good for me, 'cause I've only been here about 8 months on security and I've already got promotion so I found it very good and useful
- A: So is this your first day, did you say?
- I: Yeah, first day today yeah
- A: Good
- H: Its his last day as well
- I: So er thumbs up for that
- H: We have to work you shift out yet though

I: See your putting me off already

Laughs

A: What are the hours of work like, what shifts do you do? Start at 8

E: 8 till 1 for domestics, some's half past one, and then there's the afternoon shift as well, there's a 2 till 7 and then there's a 5 till half past 7 as well

A: Do you like those hours of work?

H: They're more flexible than anything else, you've probably got it written down, but we don't we have to be flexible. That involves weekends as well

C: Mine's full time at the moment, Monday to Friday

A: So is that 9 till 5 or does it start

C: Erm, half 8 till half past 4, or quarter to five

A: How long's that, in the maternity cover is it?

C: Yeah 6 months I'll be doing it

A: Right and then do you go back to the shifts

C: Yeah go back to being a team leader

D: And then I have to go back to being a chef!

Laughs

A: What's wrong with being a chef?

D: Too much hassle, too much tension, it is honest compared to doing this job and compared to being in the kitchen, this job is a hundred times better. Alright you get hassled every now and again, but it's not every single day, you don't go home with a massive headache every single day, and whether it's all the heat in the kitchen and things need to be out at a certain time and this is a lot better, I'm dreading going back in the kitchen, I am

A: Aw

D: So we're hoping Sarah decides not to come back aren't we, she can keep her job and I can, but she'll be back

Laughs

A: Do you get on with your supervisors and managers?

All: Yeah

E: Course we do don't we Maggie!

Laughs

C: Course they do, yeah we do actually, yeah they're quite good.

A: Is Mark the manager, supervisor?

C: Erm he's the manager and each site's got a Hotel Services manager, erm so we've got a different manager to Marilyn, and you've just got a new one actually haven't you?

H: Yeah we have

C: And Lyns Bars got a manager of their own, but yeah we get on alright. We don't see Mark Davies very often, 'cause we're down at Highbury, but they might see him too much, I don't know!

Laughs

A: Do you see him too much? Is he alright?

D: Lost for words

I: He's a good manager

H: Actually he is, he's a good manager

I: He's always there for you and if he'll help you out if there's owt you want, and he's always willing to see me, so I've never everyone says good things about him

H: Yeah, his door's always open you know

A: Is he usually about, or is he

H: Yeah, yeah

I: Really he'll pop up like that

Laugh

I: And you won't see him, I thought he was going to come in and listen, but

H: But no he is, he's one of the best we've ever had really isn't he, you know he's not bad at all

D: Yeah

Laughs

D: No he is actually, he is

E: He is one of the best

C: At least you know if you make a decision, 'cause you're left on your own to do your job, and it means you make some really hard decisions, and if you make the wrong one he'll back you and then point you in the right direction for next time, which you need your manager to do, you don't want him to come down heavy on you, you know, in front of people make you look stupid, but he would never do that, he backs you all the way, even if he knows you're wrong, so

A: Right, good. Are you, how satisfied are you with the number and variety of tasks in your job? I mean you said it was good, are you stretched, too stretched or?

G: Mmm, you are stretched

C: I mean even you are aren't you

H: Mmm, it depends on the day. I mean you can go home one night and its fine, and the next morning you've got about 6 that's rang up sick, and things like, so every day is different, you just

A: Is that good though?

C: No

H: Not really

C: Not always no

D: I actually like it that

C: Do you?

D: Yeah

C: Oh I don't like the fact that sometimes if you come in and you're short staffed you've made arrangements for the likes of John, who does a lot of our erm big cleans, you know carpet cleans, curtain hanging, corridor work, we have to shove him on a ward 'cause we're short staffed, and you're letting somebody else down, you know a ward that's waiting for their carpet to be cleaned, you have to let them down. I don't like having to go back to them and say you know I know we said we'd do it today but we can't. That don't make you look very organised, although they're very understanding, but I don't think it looks very professional that you can't juggle your rotas you know. But you just can't help it and that's, I don't like that side of it.

A: Do you prefer, what do you do that you don't do as a chef, apart from cooking?

D: Erm I don't know, I seem to be taxed a lot more, you know learning new things.

A: As a chef or

D: No as a team leader, like things that I would never honestly never thought of actually going into, you know the domestic side, and would have actually stayed in the cooking side. But I'm really enjoying this side a lot more, there's a lot more for me to do. It makes you realise how much you're actually capable of doing, yeah, like stretching yourself.

A: So when you go back to being a chef will you..

D: I've got to go back to being a pleb!

Laughs

D: Its going to be hard it is, to go back into that situation, and to not be able to, I'll still have an opinion, but not be able to say well no you do this or I'll do I'll go off and do this and it'll be hard for me to keep my mouth shut when I go back in the kitchen, I tell you it will!

Laughs

D: I'm going to get in serious trouble.

A: There aren't any jobs like what you're doing now, that will come up?

D: No, there all sort of covered, yeah there's already like erm the manager in the kitchen. She already does all the wages sheets and things like that. So whereas we have like a team leader on our side who does it, on the domestic side, they have a manager who does them sort of things, so no

A: What sort of tasks do you do, jobs

E: Well jobs

A: Jobs

E: Domestic mainly, cleaning and whatever, erm what main one and whatever in that line. I have been doing team leader, acting team leader and I have really enjoyed doing that

Laughs

A: You better watch out

C: Yeah I am, might be out of a job!

A: Are you happy with the number of jobs you do, the variety?

E: Oh yes, I like doing what I've been doing, but I like the team leader side better

A: Is that 'cause its like more responsibility, or?

E: Its more responsibility and, it is a lot more responsibility especially when you work with a domestic, like I work with John, and then next day I'm an acting team leader, like if these are off, and I still treat, I'm still a domestic no matter what in the line with the job, but I'll muck in with them even though I'm acting team leader or anything

A: What about you, are you happy with your job?

F: Yes I am 'cause I do a variety of all jobs, I don't know whether I'm coming or going sometimes.

Laughs

A: Do you like turn up on a morning and see what you've got to do?

F: Yeah

A: Apart from some scheduled things

F: Yeah, as I say I've got a variety so I'm alright I'm happy, you know

A: Do you have to try your hand at anything and everything

F: Yeah

A: Right, what about

G: Well I'm a domestic but I'm not on a ward, I do admin., the admin. areas, but I do carpet cleaning as well, and hanging curtains like John does, erm I do that up to 2 o'clock and then I go onto the laundry side of it, where er I meet patients as well, I do go onto the wards in the afternoon, you know to take the clothing back to them when its been marked, I mark the clothing for them.

A: So which part do you prefer?

G: The domestic side because I'm doing more, but like I say the laundry's a bit time consuming, you've got to wait for things being, because I do the slings and that so I've got to wait for them being washed, before I can take

them back to ward and that. So I do like the domestic side because there's more to it, but laundry side I meet the patients, so

A: So is it a nice combination you've got, and you're quite happy with the variety and

G: Yeah yeah

A: Is that one of the bonus points of the job?

G: Yeah, yeah its not the same thing every day, you know there's always something different.

A: Mmm, what about you are you happy with your job, with the variety?

H: Well yeah, like I said its just an everyday thing, you know you come everyday and its different, which I like about it

A: How long have you been doing this job?

H: Er, 4 years, and then before I was a domestic

A: So there's a lot more responsibility?

H: Oh yeah yeah

A: Is it the same people you work with from when you were a domestic, or?

H: Yeah, yeah, mmm, a few new ones, but there's still some of the old ones as well

A: And what, what were you a porter?

I: No I was doing security

A: Security oh yeah

I: So that's why I went for this job, for 'cause of the responsibility and the variety and I was just walking round the building for 8 hours, and there weren't much variety like, so that's why I went for it for the responsibility and

A: Right, are you looking forward to it

I: Yeah I mean with you being always on the go it makes the day go quicker, and stuff like that and just being involved, that's what I want

A: Right

I: So I just hope it works

Laughs

A: I'm sure it will. Erm so with your multiskilling when did it start, whenever you start the job you get trained in lots of different things?

C: Erm, not so much for the old you know for the domestics that have been in the job a long while, they've always been domestics and that's what you do. But now I would say in the last 2 years definitely, when we interview anybody we interview them with a view that they're going to be trained in, from our point of view domestic, catering, laundry, portering if they're chaps, you know they do get trained in all the areas. And for them, 'cause we only take on as Bank to start with, they get more chance of work if we haven't got actually vacancies for them to fill, so it makes it better for them and us, because we can put them in any department.

A: Right

C: So, but I mean I've actually been trained, I've been here 6 years I think it is, and I've done most things, worked in the kitchen pot washing, dining room, switchboard, on the ward cleaning.

A: Is that out of your choice?

C: Yeah

A: You weren't pushed in to being multiskilled?

C: Oh no, if somebody don't particularly want to go in an area then we don't force it, you know, but usually they're quite happy, they like the variety anyway.

A: You were saying that you were domestic, but you hang curtains and that sort of thing, so when, did you start doing that when you started this job, or have you been trained up?

F: No I started when I started the job

A: How long have you been here?

C: 12 years

A: Oh right, so its quite an old thing, no not an old thing

Laughs

F: I had a bit more hair as well when I started

Laughs

A: Didn't mean it like that

C: We don't class John as a domestic, he's more like our handyman

F: Handyman, yeah

C: He does, we don't actually have a ward that he cleans. His primary jobs are corridors, big cleans, carpet hanging, er curtain hanging sorry

E: Carpet hanging, that's different!

Laughs

C: Well you never know, watch this space!

A: So for people who were domestics or catering before multiskilling came in, can they were they just offered the opportunity to become multiskilled?

C: yeah

A: And if they don't want to do then they don't have to do it

C: No

A: But is it more encouraged to be multiskilled?

C: We do we try and encourage them, but without forcing them. I mean at the moment we've had a problem in our kitchen haven't we, we've had to use a lot of agency staff, for people coming out temporary for one reason or another, and erm so if we needed a potwahser, and if agency hadn't turned up, and we'd have asked anybody who wasn't on duty, or even work in the dining room serving meals to staff dining room, if they want to come in then we train them up to do it, and they've learnt another skills as well and they're helping you out at the same time. If they say no then that's fair enough.

D: But a lot of people like doing it though don't they

C: yeah, yeah

D: it's more variety

C: I mean you've done it haven't you Alison, you done

E: I've done kitchens, dining room

C: Mind you've done it as well haven't you John

F: yeah

E: Jack of all trade, master of none

Laughs

A: So do you prefer multiskilling because of the variety, you know a bit of everything

E: Its give, its, if you're working as domestic one day and as I say you're going in the dining room the day after, its something different every time. You meet different people as well. It is really, it's something, it gives you like spice of life, its different every day.

C: You get, I mean I've been a team leader all the while I've been at Highbury, erm, but you get certain directorates that don't talk to you, 'oh its just a domestic' you know 'won't talk to those', but when you start working

serving them meals or whatever, they get to know you for a different point of view and they talk to you better.

A: Oh right

C: And I actually think now, 'cause we used to wear overalls didn't we, and since we've gone into a smart uniform, or your uniform shouldn't make any difference to who you are, but they do talk to you better. So just seeing people in a different area, they talk to you better, and they talk to you after as well you know they don't, once you go back into your domestic role, they don't say 'oh domestic' again. So even from that point of view, different directorates get to know you better as well.

A: So you think there's like creditability to being multiskilled?

C: yeah I think so, I definitely find that

H: Its getting better now isn't it, compared to what it used to be.

A: Has the Trust sort of advertised the fact that you are becoming multiskilled, or is it just that they see you in different areas?

H: I don't know, since Mark Davies has come, we've been on a lot of training haven't we, I mean he's a big believer in training.

C: A lot of training

H: And we have been on such a hell of lot of training

C: An awful lot of training

H: And he's even sent us away like to Cheltenham and things like that, hasn't he, and we have a quarterly hotel services meeting, which is here, but sometimes he'll take us away, maybe for the afternoon. But its things like that yeah, and he'll pass information onto the chief exec won't he of what we're actually doing, 'cause team leaders are now doing assessors courses, you know it was never heard of at one time, but it is now.

A: So Mark's been quite good like that?

H: Yeah

A: Or is it too much training?

H: At the time

C: You think so at the time, 'oh god, not another one!'

A: Are the training, is the training where you have to hand in a written piece of work or anything like that?

H: Its all sorts

C: Erm sometimes it can be, erm but sometimes its just like going to you know a seminar, you know you here the right way of doing things and you get a book to bring away with all handouts in and that you know. Erm we went to Clarendon on a computer course, all the team leaders, erm 'cause we had to start using computers. I mean me for one had never even used a computer

H: Scared of switching in on

Laughs

C: I thought 'oh no' like I was really dreading it, I mean Mark was laughing. And he just kept saying you're going have one you're going have one, and I'm like I'm not touching it.

Laughs

C: I was really, 'cause I'm not technically minded and so we went on this course and it was brilliant, you know and I'm like, god college I'm not going to college, you can't go to college at my age, but it was great I loved it, and now I keep pushing for the next one. I haven't got it yet, but I'm trying, so if you do hear this Mark!

Laughs



C: Just in case

B: What about NVQs, have you done any, or are there likely to be any?

All: Yes

E: yes done them

C: yeah we do them. We've got, what one is it, one or two lots gone through on the Level 2 now, erm and they're like ongoing, whenever Level 1 finishes, you get the next class started on it, so they're going through all the time. But they have to do, well we encourage them to do Level 1, erm but we don't force them to do Level 2, if they feel Level 1's enough that's fine. Level 2's more, I would say more of a supervisory level really isn't it, big machines and that which they wouldn't use as much anyway, although they can do it if they want and we'll train them on the machines, so we don't push them into Level 2, but we'd like to think they'd do Level 1.

A: Do you see NVQs as being worthwhile?

I: Oh yes

E: Yes definitely

A: In your job?

F: Yes

E: Oh yes, yes

A: Do you get more money having NVQs or anything like that?

F: No

Laughs

C: No we don't. Didn't get anything

A: Shout it

Laughs

A: Why do you see them as being worthwhile?

E: Well they help really, they go more deeper into depth in cleaning and different areas especially. I mean from a hospital to a factory, all different kinds of cleaning chemicals and everything. Its all really intermittent.

A: So its good training?

E: Really good training

A: What about it as a qualification, is it any good to have this qualification?

E: Yes if you went for another job

Laughs

A: But that's it?

C: But you're not are you?

E: Yes I am!

Laughs

B: Why don't you think it is any good?

C: Who me?

B: Yeah

C: I don't know, I just think, I mean a lot of them have been doing their job years, mind you saying that we have found a lot of them who have been doing it years haven't been doing it right anyway.

Laughs

C: Its nice from the training point of view, but to be honest I can't see anybody doing it you know getting a qualification like the NVQ one for cleaning, just to go and get a another job a better job, I mean you don't do you. Usually the training you get is so you can move on. Its recognition of what you're doing, that they know that what they're doing and why they're doing it, but I don't know about it furthering them in anyway, in job wise you know

- A: Right, do you feel more secure in your job now that you're multiskilled or you've got the NVQ or anything like that, or is it an uncertain thing, or doesn't make any difference?
- Laughs
- A: What d'you reckon. Do you not think it makes you more secure?
- C: No
- E: No
- B: How secure are your jobs for you?
- C: At the moment alright, but a couple of years down the line we could be market tested again, and be out of a job, so you still not 100% sure that your jobs going to be there for any length of time. Erm we've only got the contract for 5 years, and we're what
- E: In the second year now
- A: That's in-house?
- C: No we're in the third year now aren't we?
- E: Second, second year
- C: Second year then
- E: So we've got 3 years to go haven't we
- A: Is that in-house, did you say?
- C: Yeah, we did win it back, but we had to make a lot of cuts to do it. The domestic hours was cut and the amount of staff we've got was cut, but
- F: Materials
- C: yeah
- F: Was cut down
- C: Yeah and even though they've cut it down to the bare knuckles you've still got to make savings again anyway, so you've got that worry all the time, if you don't make enough saving on your budget.
- B: So was better before when it was out?
- C: No, it definitely wasn't better
- H: No
- A: Who had it when it was out?
- C: We, we same team, we won in back in-house, but it wasn't better. We had more hours and we had more people, but it wasn't better. Erm the management is better now
- H: Mmm
- C: We've definitely got a better management than we had before. Although some of the managers are still the same managers, but erm I tell you what it makes a big difference
- B: So are the managers that were there before but are still here, have they, do you still have the same opinion of them or do you think they've improved?
- C: I think they've improved, I think they've had to, although the ones that are still here were pretty good anyway, erm even so I think they still had to improve their work the same as we've had to improve ours.
- B: What about Bev do you have much contact with him, Bev Stringer?
- H: No
- E: No
- C: I actually thought for a long while that it was a woman
- Laughs
- F: I have too
- A: So you don't see him?
- E: No we don't see him

C: Erm, Marilyn might been at this end, see we're not on this site  
H: Yeah you see them, but its only just like just walking by  
A: He doesn't come in and take meeting so  
H: No  
A: No  
B: Is Bev Mark's boss?  
D: Have you met him  
H: Yeah  
D: I don't even know what he looks like  
C: Yeah Bev's Marks boss isn't he. But we don't have a lot of dealings with Mark, because he's up here and we're a Highbury or Lings Bar, bet you don't see him much either?  
H: No I think you just tend to go to your immediate manager  
C: Yeah  
H: Unless you've got a real big problem you know but, really, I mean with us, we've had to have more dealings with Mark just lately 'cause we haven't had a manager, so he's been like our manager as well.  
A: Right, so is Mark, if he's not your manager, is he the manager of your managers?  
C: Yes  
H: yes he is  
A: So have you got a new manager now?  
H: Yeah we have  
A: Are they alright?  
H: He's been here a few years.  
A: Oh  
C: He's been at Highbury for a while hasn't he  
H: Yeah  
A: So he's applied, he's been promoted up to being a manager now?  
C: No he was a manager at some site  
H: No I think he always has been in his own right a manager  
C: He wasn't anything to do with Hotel Services before  
B: What was he then?  
C: I don't know, Contracts  
H: Contracts Manager  
F: Contracts  
C: Something to do with Contracts weren't it. He took over security didn't he, when Mark left  
I: Yeah. I mean he's done similar before hasn't he  
C: Yeah, I mean he's lovely.  
A: Oh is he alright?  
C: Yeah, well he was at Highbury wasn't he  
D: Yeah  
C: Lovely bloke  
H: But he's been based everywhere really hasn't he really so he's not, he knows what's going on, like he's been based everywhere.  
C: he's one of these managers that every time they have a restructure he's the one that gets move round isn't he, to different post every time, you know, so  
H: Yeah  
D: He's definitely before  
C: Yeah he's nice. I think you'll get on with him

H: Yeah, he's alright

A: Next question is what do you think of the Trust as an employer? Good or bad? Do they value you as an employee? Do you think they appreciate you?

C: I think they're supposed to

Laughs

C: Yeah supposed to

A: How are they supposed to do it? and they don't.

C: Well they probably do, its just you don't get much evidence of it

H: No

C: For the likes of, no

A: You were saying before about people not talking to you and now just 'cause you've got a new uniform they talk to you

H: yeah

C: Yeah, and you are just classed as the domestic team you know. Although, the girls and the chaps, have just had new uniforms as well, erm and the amount of people that have commented on how nice they looked and it boosted their morale and it boosted their profile, you know people notice them more. But you still don't get many thank yous. You get a lot of complaints if you miss anything, but you never get any thank yous

E: No thank yous

C: So the only way that you know you're appreciated is if you don't get a complaints. Which is actually my husband's philosophy, if he doesn't complain about his meal then its alright!

Laughs

C: Well I haven't said its horrible have I'

B: How much say did you have in your uniforms, were you allowed to influence what the actual uniform would look like, or were you just given it?

G: We didn't as a domestic, we wasn't. We just got you know you're having this and that's it.

E: We did

C: You didn't did you

E: No I was fashion model

Laughs

C: We actually had a working party as they called it, erm

A: Is that where there's representatives?

C: Yeah, and erm you had to pick somebody from each area, erm to have a look at the uniforms on offer, and then, I mean we took it back to Highbury, the ones that we was interested in, and shown as many as we could, what they thought and let so many of them try them on. Then it was sent down here wasn't it, to Wells Road, and it was sent Lings Bar. Lings Bar have a difficulty in that they don't actually have many wards at Lings Bar, but they deal with a huge amount of people in the community. So maybe all of those didn't actually get a chance to see it, and give their opinions on it before it was decided. But the idea was that you went with the majority. Erm same with the team leaders and the chefs, 'cause it went right through hotel services, everybody had a completely new uniform, switchboard

H: But I think also with the domestics, I don't know whether thingy, they had a choice this time with the trousers, 'cause we'd never had trousers before. The other managers said no, you know, but this time they looked on it that they could have a choice with trousers, and I think most of them went

with trousers

E: And since we've had ours, the nurses have gone to trousers as well, so

A: Trend Setters!

H: Which I think was a big boost for everyone you know

E: Yeah, its a lot better working in trousers

H: That we could actually go into trousers

C: Well when you crawling under beds and some of the clients that we do deal with, erm, I mean like on this site, they're mental health, we've got learning disabilities at Highbury, crawling under beds, standing on chairs, wiping ledges and that, they need trousers, so that was nice that they had that choice. But we did have that choice as well didn't we?

H: Yeah

C: Except that none of the team leaders wanted trousers, well you wouldn't you know

Laughs

A: Do they have many of these working parties for other things. Are they ongoing or are they just when an issue comes up so then they form them?

C: Erm, well as my role as a co-ordinator at the moment, 'cause each coordinators got a different job, and I've taken over from the catering coordinator, I've just had to have a working party, to er look into buying new food trolleys for the Trust, and so that was involving all people that was using it, estates that would mend it, porters pushing it around and transporting it, chef's that would fill it, you know, people on the wards that are serving from it, to make sure everybody had an input on it. So yeah, if its a big issue and its going to affect a lot of people, then yeah I think that's what they tend to do, in Hotel Services, I can't say for anybody else.

H: Its the same with the NVQ, when we're doing NVQ, they don't just stop in one place, they go to all 3 different hospitals, which is a good thing. They like that they can go out and about, so they go to all 3 different hospitals. They have a session at all, you know, so they can get used to everywhere

A: And they meet a lot more people?

H: Yeah

E: That's different from when we had ours

F: Yeah, we were in one place

H: That's right yeah

E: All this unit when we did ours

A: So is that just a recent thing that they've introduced?

E: yeah

A: Do you think you would have benefited more if you'd have gone out to the hospitals, other ones, or would it have just have been a nicer

Laughs

C: Its a longer day out now, erm 'cause when they're working through the books, its not supposed to take that long, but then you've got to allow them travelling to a different unit, where when we did ours, we was based a Highbury all the time, weren't we and it weren't so long. So now you've got to plan on them not being there all morning, which I find a bit annoying. But I've done mine now, so it doesn't really matter

Laughs

C: You'll be doing your next one

F: Cause obviously you've got to put you know you've got to fill in for the people that's gone for the NVQ, you've got to get staff to fill in for them that's

off

A: Is that a bit of a pffaf on? Is it a good sacrifice

C: When you've got to send 8 people from Highbury, I mean its supposed to be 8 from each site isn't it

H: yeah it is

C: Erm its a lot of people to cover, so its we're finding that bit hard

A: How long does it last the NVQ, how long do they go

C: Well the actual workbooks is supposed to be about 12 - 13 weeks. Just one day a week you know, or one morning a week.

A: So once a week you have to find 8 people?

C: Yeah extra

H: Specially if you've got a staff shortage as well

C: Yeah, which we have

A: Well its a good job you're multiskilled!

Laughs

A: Do you think, do you have a lot of dealings with the nurses much?

E: I do on my ward

G: Yeah

A: Do they treat you with

E: They do on my ward

A: Do you feel valued?

E: Yeah I get on with them now, very very well

A: Have you always or

E: No I've only just started this job, 'cause I've always been on nights you see

Laughs

A: So they're nice to you?

E: Very nice, its a nice ward actually

A: Its only the honeymoon period, they'll be nasty to you soon!

Laughs

H: I think its getting better. I wouldn't have said, a while ago I would have said no.

A: Is that 'cause you're multiskilled do you think? or

H: Erm I don't know about that. I mean sometimes you've only just to go on the shift and just get the odd one nurse, and that's it your morning's finished. but I do think it is getting better, but I still think sometimes its when you go on its who is actually on that shift.

A: Right

B: What about the doctors, the consultants?

D: Don't see really them do we

F: No

H: They can just walk by you in a corridor

G: And not speak

F: Yeah

E: You're just a shadow really aren't you to the doctors, they don't say

C: We're an inconvenience to them we shouldn't be around. We come in when we're not there really

H: I mean you can say you're a domestic on their offices or whatever and they're really just 'get out'. Which I find very annoying, and I won't I'll just stand there till they speak to me properly. But if they're a domestic on there, they'll just automatically cringe and come out, which I find a bit. But we still get that now and again.

A: Is there anything like that you could ask Mark to do, or your manager to

do to say, or is it just their mentality?

H: No

C: Its just their mentality isn't it, yeah. They're so far up themselves they don't notice anybody else do they

H: And you're just there to go and empty their bin, but they're soon on the phone if their bins haven't been emptied.

E: Yeah

H: I haven't had a domestic tonight or whatever. But that still, that still goes on

A: Yeah. Do you think the Trust keeps you informed about relevant developments that could affect you?

H: yeah

A: Are they quite good like that

H: We have team briefs now don't we

C: Once a month we get a team brief

A: And is that with the different hospitals, you don't come together for your meetings?

H: No

C: No, its just on ward

H: Co-ordinators do and managers don't they

C: They have, like Mark Davies'll go to a manager's team brief and he gets a core brief, as they call it, from what's his name Martin Barkley. he sends out his information and then Mark'll add his bit to it, that goes down to Sue, she'll add her bit to it, we get that, then we do our team brief with our staff and we add our bit of information, so by the time they get it its like

E: It goes on and on and on and on

C: Its not actually very brief you know. The word brief don't get to it at that level

H: But then they at the end, then we ask them at the end don't we, don't we if they've got anything, and then if they've got a problem, we right it and we go back to our managers

A: Right, so do you have to go through everything they've said with your team

H: Yeah

C: Yeah

H: And then at the end, then we'll ask them if they've got anything to say and then they'll come back with what they think, and then we'll send that back

C: But its supposed to be a two-way you see, they pass information down but you can also send information back

A: Is that just suggestions, or you feelings on what they've said?

C: Yeah usually, or if anyone wants anything in particular, training, if they feel they need some new equipment, whatever.

A: So you get like quite a few opportunities to put a few things forward, or once a month

C: Should do

A: Do you think its effective that system?

C: To a degree

A: Is that with your training requests, are they quite good with your

C: Oh yeah, we don't ask for any of them now do we

Laughs

C: They're just there. I don't know how do you find the team briefs?

B: If you made a suggestion will it be listened to? Will it be acted upon?

H: We hope so, because like I said it goes back to Mark, and the way Mark is I would say

C: If its reasonable

H: Yeah I would say yes.

A: What about when your services, you were doing your Market Testing, were they, were the Trust keeping you informed about what was going on there?

C: No

H: No

C: It was different managers though then you see, and although we had to sort of do like do like, we had to decide who like worked on every ward, the hours they worked, and erm to make sure you've got everywhere covered, and that's all the input we had really on it, we didn't have anything else to do with it. We wasn't consulted, like if we cut you down to this would you manage, if we cut that ward down half an hour would you manage, and even now there's some areas at Highbury, I mean I don't know about Wells Road and Lings Bar, you know that we find they've cut them down too far, and it stupid the time they've got to do it in. Half an hour don't sound a lot, but over a week it makes a big difference on the standard of cleaning. So we weren't consulted in any of the Market Testing, not really

A: They just told you the outcome

C: yeah

A: Was that just in a meeting, that the told you

H: No

C: Erm, well they said they had regular meeting where you could go and they'd inform you with the Union there, and erm where it was going to effect them pay wise, they kept them informed on the pay. Didn't have any say in it but they kept them informed. But erm nothing really, couldn't do anything about it, you know your opinion didn't count.

A: Did your pay change from?

C: Yeah

A: Up or down?

C: Well actually er, I used to be a supervisor, they changed my job title to a teamleader. I went from a Whitley Council Contract where I got double time and time and a half for weekends onto the Healthcare Support Worker where I get bugger all really, 10% for weekends and bank holidays. So that means we lost, but erm initially I wasn't actually meant to be doing weekends, 'cause I only got 15 hours a week, so I, so you got more an hour, your hourly rate went up on the other Contract to Whitley, its supposed to balance it out, but it doesn't.

E: It doesn't, you're worse off

C: Yeah some people are still on pay protection, they've got pay protection, but even that didn't work out like they said it would. You weren't supposed to lose anything, I mean the likes of John, oh no you didn't do weekends did you, you're on pay protection though aren't you?

F: I am yeah

E: Pay protection yeah

C: Yeah, but if they did, erm some of the girls that work regular weekends, if they was on pay protection, it was just on their basic hours, so when they got their enhancements for the weekend, it bumped their money up, so they



lost their pay protection, but they always did weekends, so why that makes a difference. So whatever they did they didn't get any more money.

A: So they got around it somehow?

C: Yeah, and none of this came out clear at the start of it all.

H: You see at ours at the Wells Road, you see not at the last one but at the one before, they had all their weekends taken off them.

C: Yeah they work it on Bank don't they

H: So for ours now, when they come to weekends its just Bank money.

A: Right

B: Were the Unions aware of this?

C: Yeah

H: Yeah

D: They're useless

H: So that's, at the Wells Road now when them girls who probably did a weekend on a rota got the double you know, but now they don't they just work Monday to Friday, so they're come in on Bank now.

C: All the overtimes on Bank isn't it

H: Yeah, all the overtimes on Bank.

B: Are the Unions still useless?

All: Yes

H: Yes, It was a nightmare for them

A: Are they any good now?

H: No

C: No

A: Not worth it?

C: No

H: No

A: Is that 'cause, I mean do you deal with them over issues other than pay? Are they

C: I personally wouldn't deal with them at all

H: I think the majority of the staff now, just say, don't bother

D: I haven't bothered

H: And I think a lot of people's come out of it actually

A: Do you think that's from the when you Market Tested and that change?

C: yeah, I think so

H: yeah

E: Yeah, they didn't help at all did they, they wasn't interested

H: No

A: Would you recommend the Trust as a good employer to other people?

D: I don't think they're are a very good Trust financially, compared to other Trusts. I mean if you work for the City Hospital, their Trust, their normal Whitley contract and their Trust contract, the pay is exactly the same, right, yeah. Whereas if you come to this one, obviously the pay is totally, so why, if somebody cam to me and say oh I want to work in a hospital as a chef or whatever, I honestly wouldn't recommend them to come to this one. I wouldn't no. I went from City one to this one, and I lost £120 a month, but I'd already made the move you know and you don't go backwards, so it was my own fault, but I'd never recommend anybody to come for this Trust, financially anyway.

A: What about the rest of you?

E: Training wise, they're a lot better, definitely yeah. They offer a lot more,

yeah

A: And are the managers alright here, and supervisors?

C: Supervisors are brilliant!

Laughs

E: They are aren't they Maggie!

Laughs

B: Who do you identify as working for, do you see yourselves as working for the Trust, or do you see yourselves as working for NH Facilities?

E: You work for the hospital don't you, that's all

A: So each individual hospital?

C: Yeah

E: Yeah just work for the hospitals

C: I think you work for the Trust though, don't you, you know you work for the Trust

E: yeah, you just don't say you do

C: Its just you don't have anything to do with the Trust as such, and its NH Facilities

H: I think what it is as well, its like the Market Testing, on 3 occasions its always been Hotel Services, and any time its always been Hotel Services

B: Unfortunately that's Government policy

Laughs

H: Yeah that's it, and I think sometimes even the staff will say that, they'll say 'well why do we bother, its only Hotel Services'.

A: Right, so you wouldn't recommend it as a good employer? I mean is it

H: I don't know

D: Well I suppose we're no worse off than anybody else, are we

A: Compared to the big outside world, the private sector, sort of thing

C: When you come to look at the private sector, I mean when I first came here I knew what domestics earned, the job they do and seen the job they had to do, I wouldn't get out of bed for it, and that was my opinion, there's no way I'd come doing that job for that money. But then when we interviewed a few, for staff like, and they'd come from cleaning in the private sector, the money they was on, I couldn't believe it, 'cause I thought these were bad paid, and I said well whenever you get out there you tell them what you was earning, and what you are earning now

H: There's a big difference in that

C: There is a big difference in the pay, and the conditions. I mean I know it sounds like you know the manager at the moment and you spouting off with them, but the conditions are good I mean they get good sick pay, their holidays, erm so I mean from that point of view, and they've always got Occupational Health, they can you know if they've got any problems that keep reoccurring. If they want to go to, even if we don't refer them, we can get them in, you know

A: Is that physical Occupation Health problems?

C: Well anything really, I mean if they feel they want counselling for anything, we can you know get in touch with counsellors for different things as well, there is that back up you know. I mean I was having problems with my knee, although I was going through my own GP it was very slow, and I contacted Occy Health and said that you know it was beginning to effect my job, which it was they got it speeded up. They can't refer you to a specialist,

you have to go through your own GP, but they can get the process speeded up slightly you know.

A: Oh right

C: So as far as the benefits here, I think its good.

A: Are you satisfied working for the supervisors and managers?

Laughs

E: Course we are

Laughs

A: Aw

C: Go on be honest!

E: Course we are

F: Yeah

A: Yeah, do they keep you informed about relevant events?

F: Yeah

E: When they think about it yeah

Laughs

D: We're having a team brief this week aren't we

E: I know we are

C: I like to gossip, so they're alright really

E: Yeah we do don't we

Laughs

A: Do you feel comfortable going to them with a problem?

F: Yes

E: Oh yeah

A: Would you go to them with personal problems or as well as work problems?

E: Yes

Laughs

A: What about your managers, above you, do you get on with your managers?

C: Yeah

H: Yeah

C: Yeah I do actually

A: You feel that they keep you informed, and you could go to them if there was something wrong?

C: I wouldn't go to them with personal problem

A: No. But workwise?

C: Workwise yeah

A: And you'd feel that they'd sort something out?

C: Oh yeah definitely.

A: Have you had any bad experiences with managers or supervisors?

C: Not the management we've got now no

H: No

A: The one's before?

H: Yeah

C: My manager before was basically a waste of time

A: Didn't do anything productive?

C: No, nothing at all, and we didn't have the responsibility that we've got now, whereas we can make our own decisions, we had to go and get everything passed by our manager, who would just sit on it, which then made it look as though you're not doing your job, so we haven't now its fine, but

H: we had at the Wells Road, 'cause obviously ours has just left, so we had a big one at ours, at the Wells Road. He was just....

C: A good all round chap wasn't he

H: Just non-existent

A: Didn't he do anything?

H: No, just non-existent.

A: So was he moved on, he wasn't sacked or?

Laughs

C: I don't think we're allowed to say

I: A bit sensitive

H: No we're not allowed to say, I daren't answer that, I won't answer that, you better ask Mark when he comes back, I won't answer that

Laughs

A: Better move on to my next question.

Laughs

C: Came in a size 9 though didn't it?

H: Yes, maybe a 10

Laughs

A: What do you think motivates people to work for the Trust?

C: Well it can't be the money can it?

I: No

A: Its not the money. Do you think its the sense of serving people, helping them get better, or doesn't that come into it, working for the hospital?

C: Come you can answer some of these

Laughs

C: Why you come to work?

I: Well nothing motivates me!

Laughs

I: I don't no, I suppose working in a team, you know you can motivate each other and that helps

A: So its the people you work with?

I: Yeah I mean I think it does help yeah. Besides that I don't, I don't know I've not been on that course yet!

Laughs

C: There's time

H: What you hoping for?

Laughs

I: I want like a course once a week I do

A: Do you see it as a reliable form of employment, secure as secure as things can get?

C: Well no job's secure is it

E: No

C: So I suppose its alright as far as it goes

A: So is it just 'cause the Trust's convenient to where you live, or I mean none of you went out and said 'I want to work for NH Trust, Nottingham Healthcare'?

All: No

A: No, its just a job?

G: Just a job, on your doorstep

C: I did actually I wanted to work in a hospital, but not doing what I'm doing, I wanted an auxiliary's post, 'cause I wanted the patient contact, but

there wasn't anything going when I applied, and only this job, so I thought well its a foot in the door I'll take it, so, but I've never changed I enjoy it, so  
A: And do you get your patient contact?

C: No

A: Not much, or not any?

C: No, the domestics do

E: We do

C: Cause they work on the ward and they usually, and they've usually all got their own wards, you know what they stay on, or they cover 2. So they get to know the patients and the ward staff, and they become part of their team as well as our team, hopefully. You do though don't you?

E: Yeah I do

C: But were, no we don't get much patient contact. You could if you made the effort, but you'd be forever walking around the wards then you know and you'd think god here she comes again, so

A: So for you do you think that patient contacts one of the main things that you like about your job?

E: Yeah it is patient contact mainly. I mean where I am its elderly anyway, and some of them I mean you get attached to them actually 'cause they talk to you everyday, and then when one of them dies on you like, that and then you think 'I was only talking to her yesterday about going home and all this that and the other', but yeah it is patients mainly and you see more more variety of people as well.

A: Has the Trust done anything to improve your job satisfaction?

C: Well they've cut our hours!

Laughs

E: Got me contract on for and a uniform

C: But they gave us a nice new uniform

A: New uniforms, do you think that's effected it, apart from being treated a bit more respectfully? What about your training, do you think that's improved your job satisfaction?

H: Yes, I suppose so yes

E: Yeah

A: Do they have, well your suggestion schemes through your supervisor which goes back up to your managers, if you've got any suggestions to make?

E: That goes on our team brief don't it have we have one, suggestions after we've had a lot of them.

A: Right, so that's the once a month thing?

E: yeah

C: They've got an award scheme haven't they at the moment. I don't quite know how it works, I'm supposed to

Laughs

C: Erm where's if you've got any suggestions for the Trust to save money, they come up with erm, depending what it is and how much its going to save you, erm as to the suggestions, you know what they're going to get out it

A: Oh right

C: I mean one chap in the Estates department saved them a small fortune, and he got a cheque for a thousand pounds. I mean he was chuffed, saved them a lot of work, saved the Trust a lot of money, so you know there is something there but you've got to come up with the right suggestion really. I think most of them that come from these, they don't like!

Laughs

A: What about Investors in People, has that made any difference? You know you've got it!

Laughs

E: Have we?

C: Yeah you have

A: Has that made any, when did you get it?

C: Erm, I think its renewed every year isn't it, erm 'cause we had a Minister come on Wednesday last week and he actually presented Martin Bartley and Ken Hardy with it, so I think its something that they have to work towards each time.

A: Do you think they just get it 'cause of your NVQs?

C: No, no a lot of its to with the communication between the whole Trust though isn't it, from the top to the bottom as they call it, you know. They have to improve a lot on the communication for that.

A: Have you seen a difference, a change in it then since they've got it?

C: only the team briefs, we never used to have team briefs, we'd have a meeting but it never involved passing anything on to the domestic staff or anything. Occasionally you'd have a meeting with your manager, who'd inform you only on certain things, but you never got to know an awful lot, so I think you get to know more from that point of view, but er, and training, that's to do with the Investors in People as well, erm and they have gone quite well on the training, either in-house or you know if you have to go out on a course, it don't make no difference, so and if you want to go a particular course provided its worthwhile to your job, and then they'll go all out to get you on it, you know so

A: So do you think that effects your job satisfaction at all?

C: I don't think its effected your job satisfaction, I think its just made you more knowledgeable really

A: What about your multiskilling, do you think that's effected your job satisfaction, them training you up with lots of different skills? Or does it not bother you? No

E: No

C: Well I enjoy my job anyway, its just nice to go in a different department to see how they work, I suppose.

A: What gets you out of bed in the morning to come to work?

C: The alarm clock!

Laughs

A: Every time!

Laughs

D: Its actually gone out when I get up

Laughs

A: Is it just I mean to earn a living obviously, if you didn't have to work, would you work?

C: Yeah

H: No

D: No

A: No!

C: I would, I'd be too bored at home.

A: So it gets you out of the house, do you enjoy the company and the work?

C: Definitely, the work

A: But you'd just stay in bed?

Laughs

E: No, I haven't got any choice I've got to get two kids up for school, so

A: Oh right

Laughs

A: Right, the last one now

B: OK

A: We're going to use the flipchart

B: No we're not

A: Whiteboard, erm to write down what aspects of your job are most important to you? Or the 5 most important if you can't get more than that. Most important?

D: Most important, Pay

C: No you've said that already, you don't come just for the pay

E: You do don't you Christine?

D: Well you have to have some money don't you.

G: Well you wouldn't do it for nothing, but

D: Just wouldn't bother

F: Patients

E: And the responsibilities, responsibilities

A: What does that one say?

H: Communication with other people

B: Don't like writing on this thing

Laughs

E: Go on Maggie

D: Go on Maggie

C: No, I have done nearly all of them

D: I know you have, can't shut you up

C: I should have come on my own

Laughs

C: And left you working.

D: Think of something else

A: Most important to you?

C: Its your job satisfaction, you've got to enjoy the work

E: Yeah you've got to enjoy it

D: Yeah

H: Yeah

C: If you didn't enjoy it, you wouldn't come at all, no matter how much they paid you

D: Challenging

C: Yeah, you're doing alright Christine, keep going

Laughs

C: I know we bought you for some reason!

F: How many you got down there?

Laughs

C: Loads

A: Anything else?

B: No?

C: You've got to get on with your staff and that haven't you, your colleagues. Well I suppose you haven't got to, but you do don't you, usually get on with the people you work with so its nice company and that isn't it, most of the time John.

Laughs

A: Any others  
C: Come on Geoff, what do you think?  
I: Well I thought of all them, but you beat me to them  
All: Oh right  
B: Is that the lot?  
C: Yeah  
B: Right, now we've got to order them  
A: In what's most important  
C: Job satisfaction for me, then money  
B: Hang on, where's job satisfaction?  
A: Get.. enjoy your work  
C: Fourth one down  
E: Responsibilities  
F: Mmm  
D: Challenging, but I'd have put that first that  
C: What?  
D: Challenging  
C: Ooh no! Didn't like that  
D: Ooh I couldn't stand a job if its boring, like working in a factory wouldn't it, just plodding along each day  
C: Its only as boring as you make it though  
D: Its not challenging  
B: OK  
All: Yeah  
B: thank you  
A: Is there anything else that we haven't looked at that you'd like to add, about your job satisfaction?  
E: No  
A: You're all quite happy in your job?  
E: Oh yeah very  
A: You will be happy in your job!  
Laughs  
C: Nobody's put multiskilling  
E: No  
A: Do you think being multiskilled does make a difference?  
C: No, not really no  
I: It add variety a bit, but  
D: It does to me  
H: Stick in down as number 7  
E: Yeah it does to me  
A: Right, nothing else, no  
C: No  
A: Right turn the tape off.

1. Enjoy work - job satisfaction
2. Pay
3. Responsibility
4. Challenging
5. Communication with other people
6. Get on with staff/colleagues
7. Multiskilling



## **Appendix 15**

### **Alternative approaches to analysing qualitative data**

#### ***Discourse Analysis***

This is different to a linguistic analysis that specifically focuses upon the words, grammar and semantics used, since discourse analysis considers the wider utterances of a sentence. Using this approach the analyst also considers the frame of reference that participants have when sentences are uttered and from this understand the meanings and messages of sentences. Such frame of references include social relations, historical contexts, power relations, identity, social struggle or inequality and so looks behind the practices of the language used rather than just its structures (Slembrouck, 2002). This approach therefore draws upon various approaches to the study of narratives such as that developed in literary studies, sociolinguistics and conversational analysis. Discourse analysis does not provide absolute answers to specific problems but allows one to understand the social conditions and assumptions behind an issue thus providing awareness of hidden motivations.

Although it would have been interesting to understand the social context of the ancillary staff's work motivation, using this form of analysis would not fulfil the aims of including this stage in the investigation. The explicit sources of motivation that the ancillary staff expressed are of interest at this stage in order to validate those already explicitly measured in the questionnaire. The utterances expressed in the focus groups are considered to already incorporate staff's views, opinions and values by their very nature and so are the main focus of this research, and not the personal, social or historical contexts for making these areas explicit or even understanding those that remain implicit. The latter type of analysis would be too specific to the individual ancillary worker, their background, geographical location and Trust culture, and so would impede the reliability and generalisability of the analysis that are considered important as well as being incompatible with the questionnaire data. Discourse analysis always remains a matter of interpretation, with the reliability and validity of the findings depending on the force and logic of the arguments. Nevertheless, a robust argument would still be focussed upon the individual and the

specific context in which their motivation occurs, and so would be difficult to generalise to wider NHS Trusts. It would also be difficult to use discourse analysis to understand the context behind each individual's utterances that have been gathered in a group context, since it would be disjointed and artificial to extract an individual's comments from those of the rest of the group. This would also be a lengthy process to undertake for all 35 participants that would definitely exceed the time and financial boundaries of the research.

A second approach to understanding qualitative phenomena is the grounded theory methodology developed by Glaser and Strauss (1967). With this approach the researcher begins with a phenomenon that they feel is inadequately explained in theory and the appropriate methods are used to allow what is relevant to the area of study to emerge. It is therefore unlike deductive models that begin with hypotheses or research questions, and set out to prove or disprove them. Even with this brief explanation of grounded theory, the methodology immediately appears incompatible with the area being studied in this investigation since human motivation is a phenomena that has received widespread attention although not specifically for public sector ancillary staff. The explanations that do exist though can be adapted for analysis with any group of participants and so tend to begin with a set of hypotheses or research questions for investigation. This is just the approach that has been taken in this current study of the appropriateness of Maslow's model of motivation, with its deductive examination of the needs defined and the process that links them. If they are not proved then the model will be deduced as being an inapplicable explanation of ancillary staff's motivation.

In grounded theory data is systematically gathered from a variety of information sources such as unstructured interviews, observation, letters, diaries and reports, although the information that is collected is determined by analysis and the phenomena that arise in this process. Analysis of data is done using open coding to identify patterns, and involves dividing the data into concepts, categories of concepts, assigning properties to concepts, dimensions of properties along a continuum, and breaking properties into dimensions (Kuhn, 1996, p. 61 cited by Hueser, 1999). The coding process undertaken is documented by the researcher with notes on how the codes have derived and examples of the coded items. From the initial coding process additional questions emerge and further areas arise that need to be examined, which

then drives the next stage of the investigation. This approach to analysing the data is appealing since it draws out patterns within the phenomena and categorises them through coding that then allows comparisons to be made. This would appeal to the research sponsors receiving the analysis findings, with their positivistic preference for more objective knowledge as this essentially represents the subjective phenomena in an objective form. It would be less appealing however if the nature of the data gathered were to change as the investigation progressed since comparisons would then become limited. For example, if the findings of an unstructured interview pointed towards gathering further information from written materials, or where one interview stimulated questioning in a further area for the next interview, then there would be no data to compare the same subjective first hand views. One of the prime aims of this stage of the research is to gather the subjective views and opinions of the NHS ancillary staff about their work motivation, and be able to organise this into a comparative form in order to identify trends in a reliable way. If the type of data that was gathered were to change at every stage of the research then comparisons would be impossible.

In grounded theory, theoretical saturation occurs when no new categories emerge from the coding process of any type of data and so collection of further data would add nothing to the theory. At this point the researcher is then able to determine the relationship between the categories through axial coding from which a theory can be derived. The objective with this process is to uncover causal conditions for the phenomena observed in the data and to determine the context and dimensions of the phenomena found in the open coding and follow-up data gathered. Core categories can be selected from one analysis and compared systematically to other categories uncovered in the research and any missing categories that emerge in this process will require the collection of further data. During this process a pattern will emerge around the principle phenomena, and the researcher will inductively or deductively consider the action/ interactional sequences that surround the phenomena, allowing a theory to develop that will be grounded by the comparison of data. Throughout the coding process the researcher makes a record of the reasoning used and processes undertaken and these help to establish the validity and reliability of the grounded theory that emerges.

Although the comparative nature of the coding process would be conducive with the research needs, the grounded theory methodology would not be appropriate to this investigation since it is not a research objective to devise a formal theory. Rather the objective is to deductively analyse an established model and contribute to an existing theory. Any findings from this qualitative stage of the investigation therefore will be used to confirm or refute the findings of the previous quantitative stage for adaptation in the next quantitative stage. It would be beyond the limitations of the thesis to devise a new model of motivation at this point in the research, since it is solely a confirmatory stage gathering first hand subjective data of the phenomena under investigation, that complements the prime, positivistic focus that is the questionnaire findings.

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## Appendix 16

### Data assumptions for Factor Analysis for HE data

The main assumptions for using Factor Analysis are normality, homogeneity of variance and linearity (Hair *et al*, 1998).

To test that the data is normally distributed, graphical analyses were undertaken. Normal probability plots were drawn for all the need satisfaction and need importance measures, and can be found in Appendix 17. The plots showed that on inspection the data appears to be normally distributed. An example of the findings is shown in Chart A16.1 illustrating the plot for HE staff's satisfaction with the need for trade union representation in the sector. The plot shows that the cumulative distribution of the actual data (plotted variables) closely follows the cumulative distribution of the normal distribution (straight diagonal line). With the actual data matching the diagonal line, the chart indicates that the sample responding to this question is normally distributed. The plots for the remaining variables were also similar indicating that the first assumption for parametric tests is satisfied.

The distribution of the data can also be measured using kurtosis and skewness. For the question regarding the need for trade union membership skewness is measured as  $-0.247$  and the sign suggests that the normal distribution curve has a long left tail, which was also found for the NHS sample. The kurtosis of this curve is  $0.223$  which suggests that *"the observations cluster more and have longer tails than those in the normal distribution"* (SPSS Help menu). The Standard Errors of these calculations however are no larger than 2, which confirms the graphical representation that the distribution is normal. Skewness and Kurtosis were measured for all the variables and can be found in Appendix 18. All are shown to be normally distributed based on the low Standard Errors.

While the data has been shown to be normally distributed, it must be recalled that in fact this is not an assumption of factor analysis and parametric tests in general. Coolican (1994) suggested that very (too) many scores have to be collected for a

normal curve to appear fully so instead there is a general assumption that the population a sample is taken from is normally distributed based on past experience and theory (p. 280). To satisfy alternative perspectives on this however, the plots have shown all the data to be normally distributed.

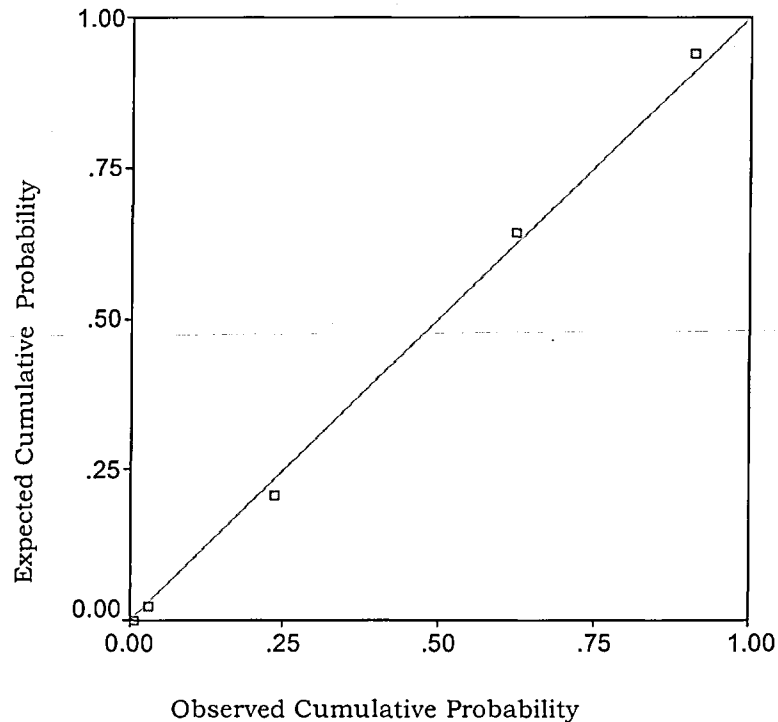


Chart A16.1 *Normal P-P plot for the need for trade union representation in the HE sector*

The variance of the data also has to be homogenous to make reliable use of factor analysis. This measures whether the data equally represents the views of all the participants, rather than just representing a few extreme views. Graphical tests can be performed on the data to check for homoscedasticity using boxplots. The box on these charts represent the degree to which the individual institution's responses are spread out (variance) from the group mean and the whiskers portray the spread within the responses. If the boxes are roughly the same then the variance can be considered homogenous. Boxplots for all the variables are shown in Appendix 19, but below is that for the HE staff's need satisfaction with trade union representation in the sector.

The boxplot indicates that although there are a few outliers for 50% of the institutions participating in the research, the medians for all participants are in the

same range (3 or 4/ neutral or important). On inspection of this plot it would suggest that the homogeneity of variance assumption has been met for this data, which is also the case for the remaining variables (see Appendix 19).

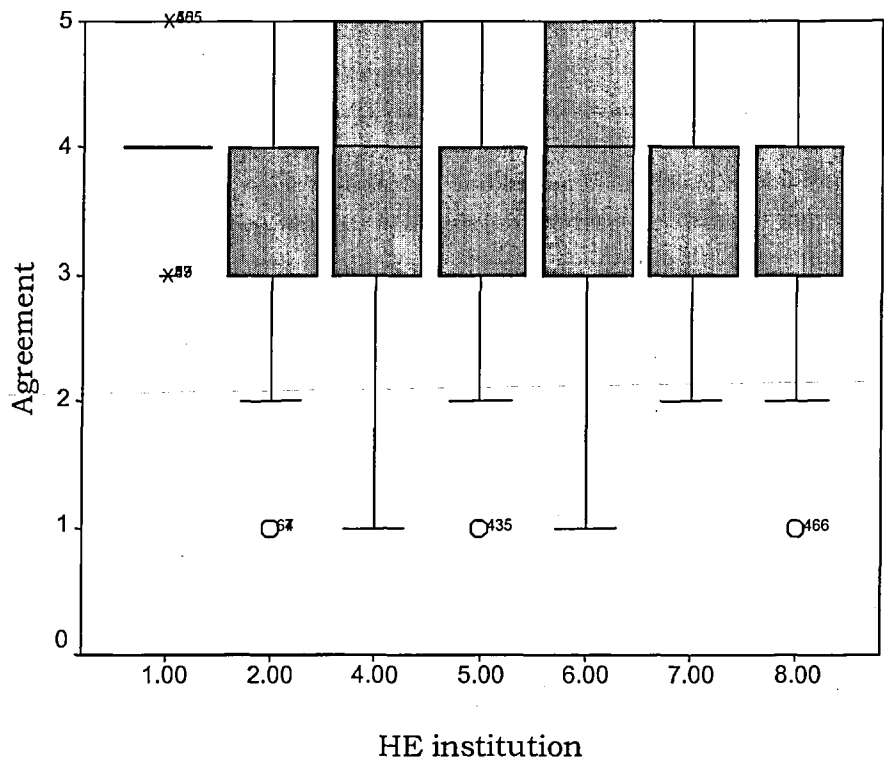


Chart A16.2 Boxplot for the need for trade union representation in the HE sector

The Levene test also checks the homogeneity of variances in a dataset. If the test is significant ( $p > 0.05$ ) then the variances can be assumed to be homogenous. As with the NHS sample this has not proved to be the case for the trade union representation question for the HE ancillary staff (Table A16.1). However also in similarity to the NHS sample, the majority of data gathered (75% of variables see Appendix 20) can be considered to represent the views of all participants since the variances are homogenous. Parametric tests are considered appropriate for this data since the assumption has been met for the largest proportion of the data.

Test of Homogeneity of Variances			
Need for TU membership			
Levene Statistic	df1	df2	Sig.
1.885	6	440	.082

Table A16.1 Levene statistic for the need for trade union representation in the HE sector

With the boxplots and the Levene tests for all the variables, the homoscedasticity data assumption has been met, once again making factor analysis an appropriate approach and the results a reliable measure of motivation for all the participants.

The final assumption for factor analysis is linearity. Correlational analyses only consider linear associations between variables, that is the extent to which an independent variable can predict a dependent variable. Those that are nonlinear (do not predict other variables) are not included in the analysis and so do not fully represent the strength of associations within the dataset. Linear regression can be run on the data to assess the extent to which the independent variable can explain the dependent variable. Those that do not meet this are labelled *residuals* and "*reflect the unexplained portion of the dependent variable*" (Hair *et al*, 1998, p. 75). Table A16.2 below shows the residual cases in measuring the need for trade union representation in the HE sector. With only four cases out of a total of 447 responses from HE participants (0.9%), the proportion of the sample that is unexplained is negligible for this question. This analysis has also been undertaken for the remaining variables and are displayed in Appendix 21. The results indicate that only a very small proportion of responses are unexplained with the highest being for the importance of job security where 3.8% of responses will not contribute to the factor analysis. Once again this is considered of little risk and so linearity has largely been met thus making correlational analysis appropriate.

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Need for TU membership	Predicted Value	Residual
16	-3.106	1.00	3.5996	-2.5996
221	-3.261	1.00	3.7295	-2.7295
435	-3.184	1.00	3.6645	-2.6645
466	-3.416	1.00	3.8594	-2.8594

a. Dependent Variable: Need for TU membership

Table A16.2 *Residual cases in measuring the need for trade union representation in the HE sector*

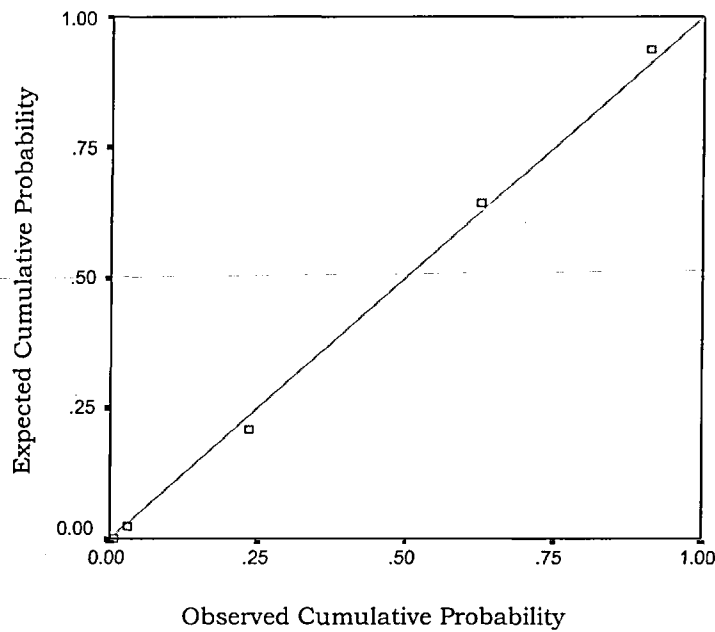
Because all the data assumptions have been met, Factor Analysis can be reliably applied to the HE data.



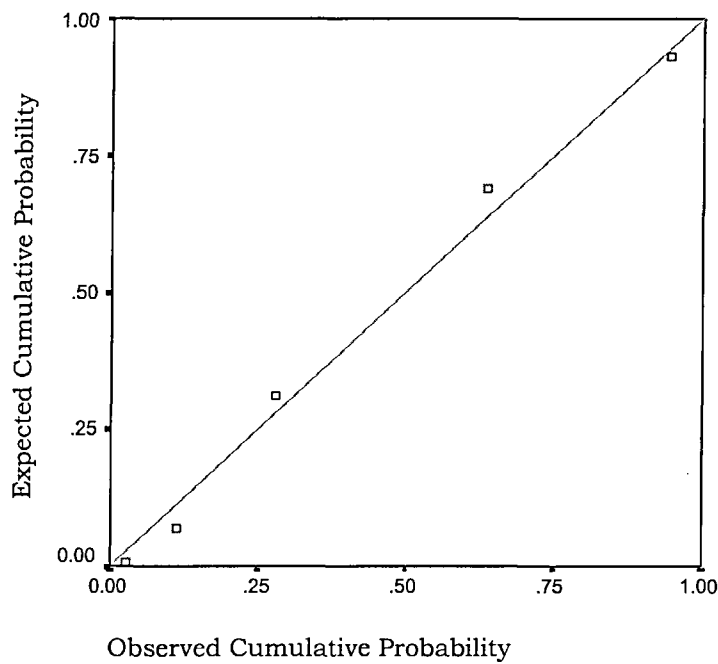
**Appendix 17**

**P-P plots for HE need satisfaction and need importance**

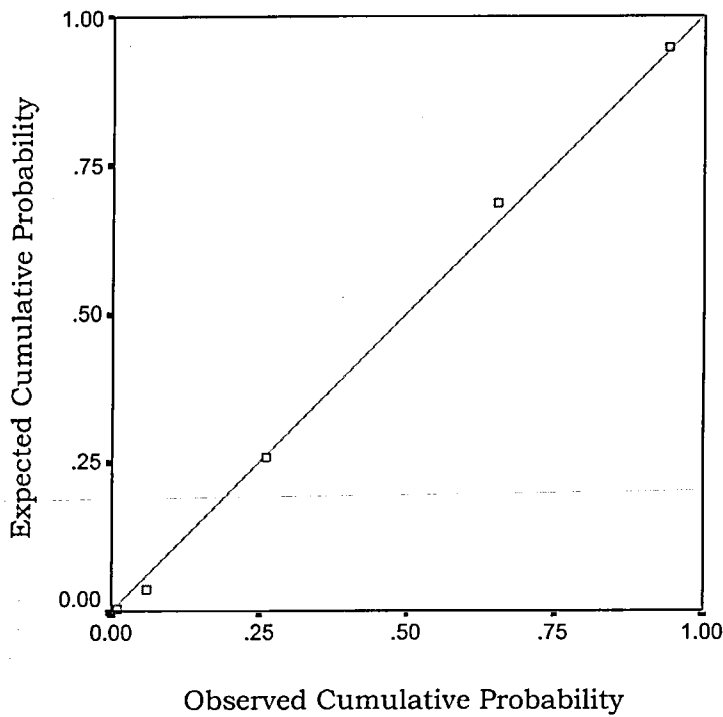
**Q11 Need for trade union representation in the Higher Education sector**



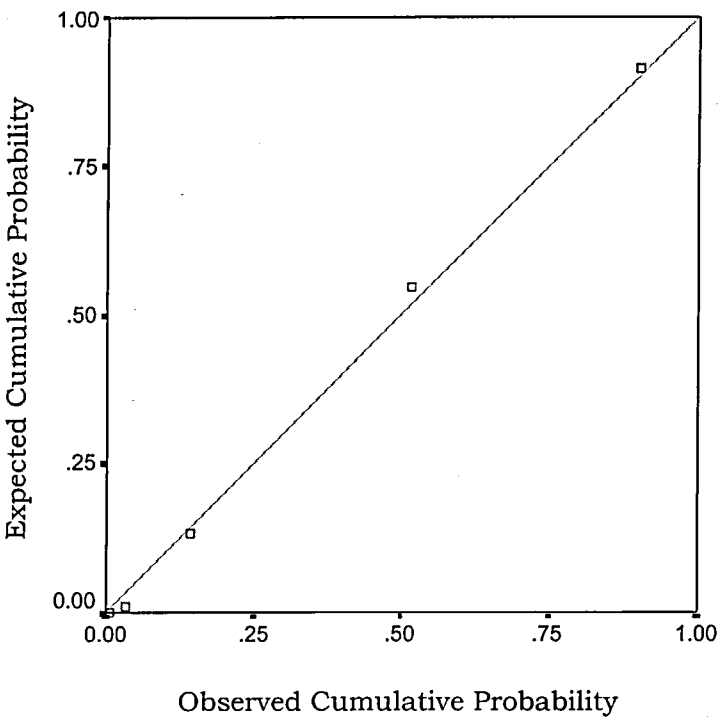
**Q17 Satisfaction with basic hourly rate of pay**



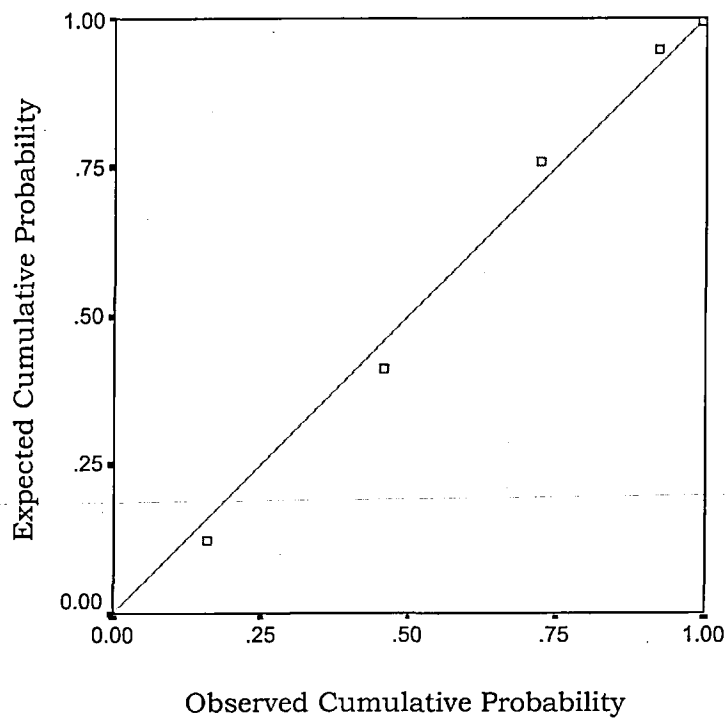
**Q18 Satisfaction with job security**



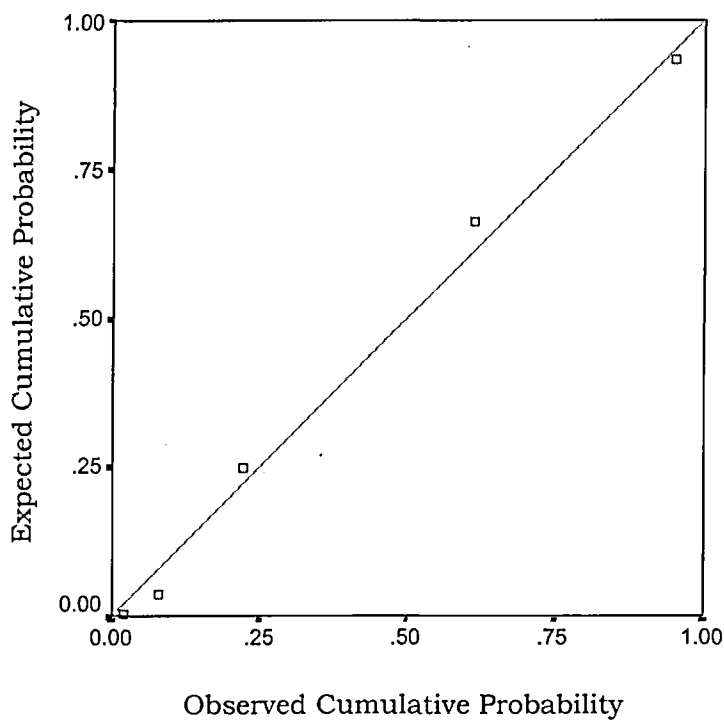
**Q19 Overall job satisfaction**



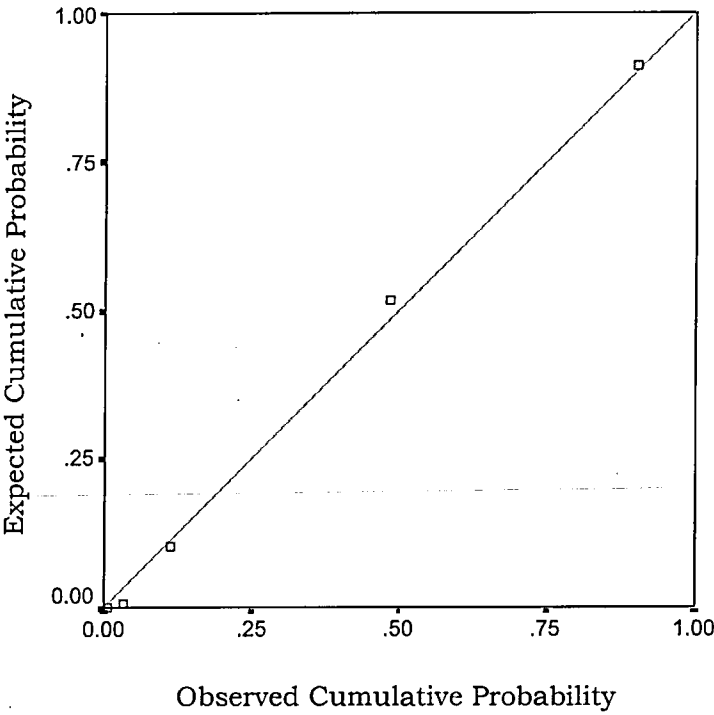
**Q22 Chances of promotion**



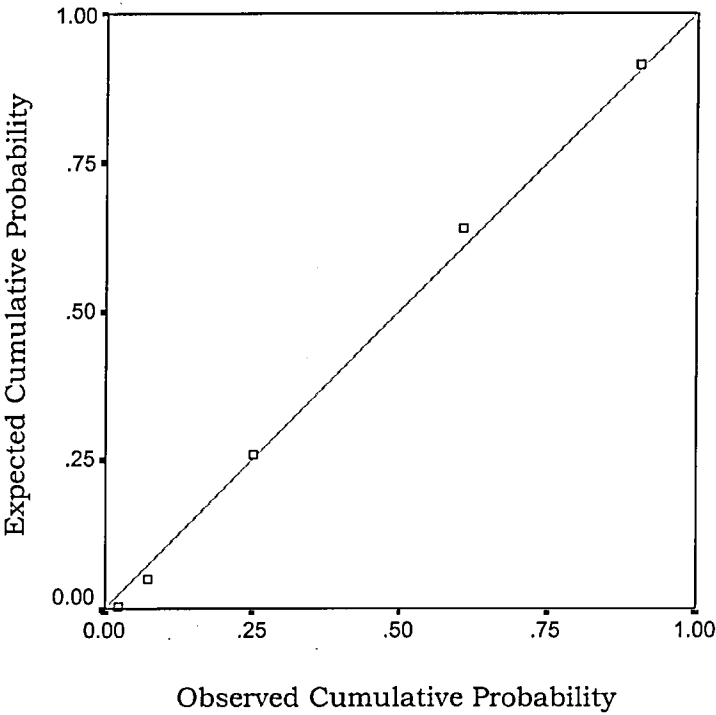
**Q26 Feel kept informed by managers and supervisors**



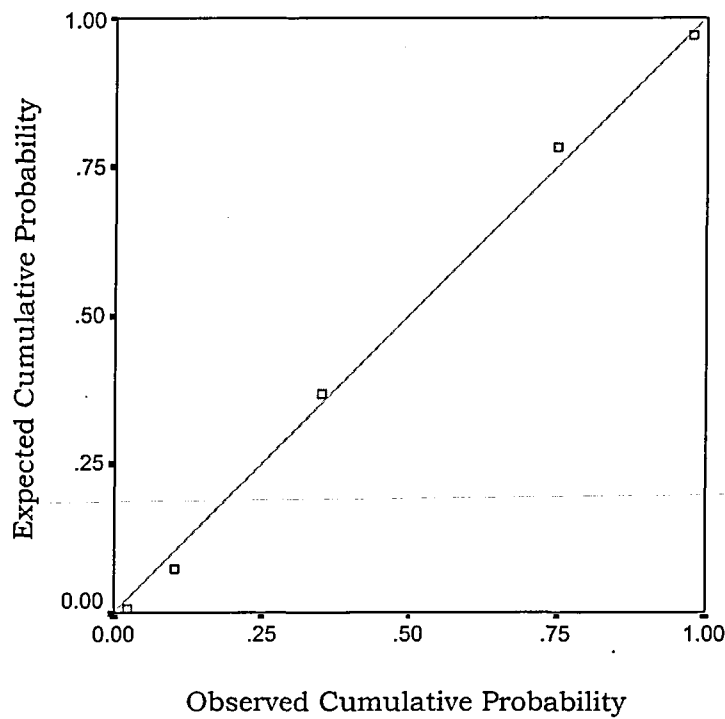
**Q30 Relations with immediate manager**



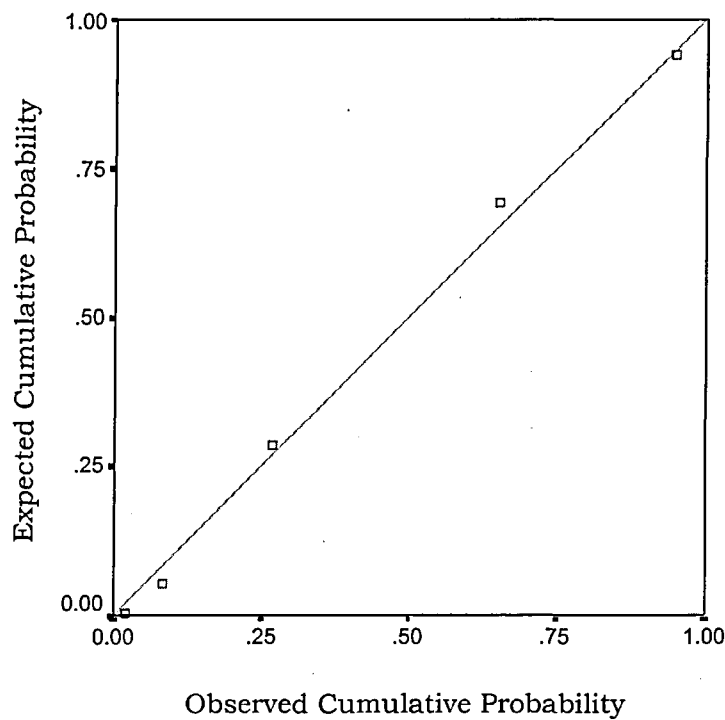
**Q31 Level of trust for service management**



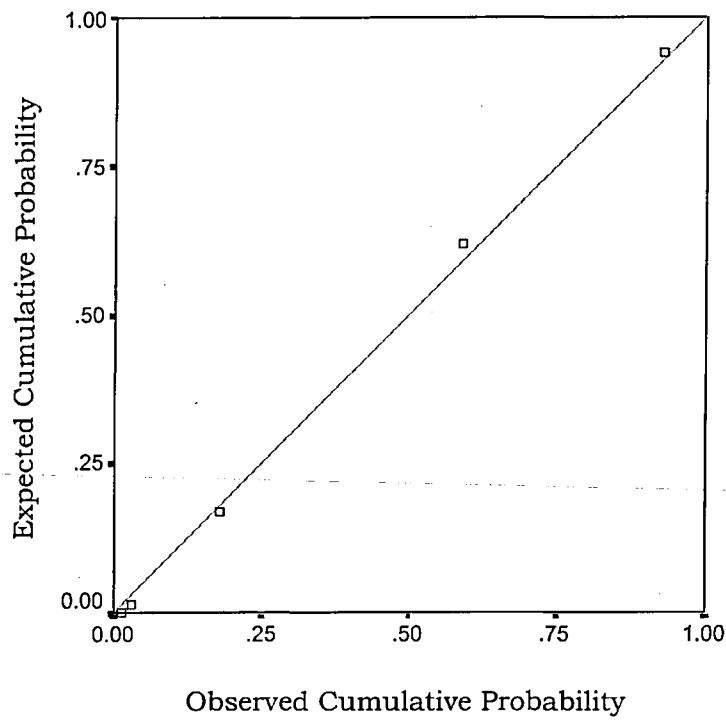
**Q33 Satisfaction that suggestions are listened to**



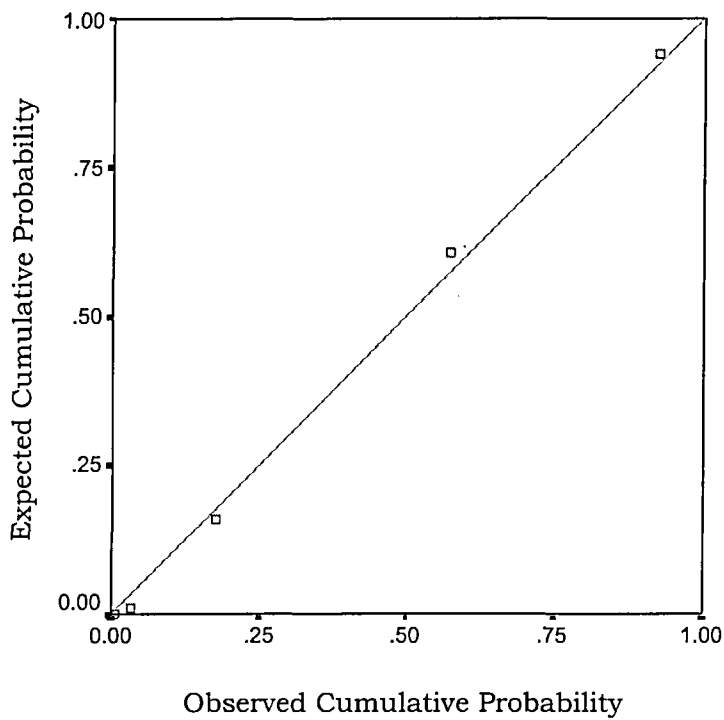
**Q34 Effectiveness of Institution's problem solving systems**



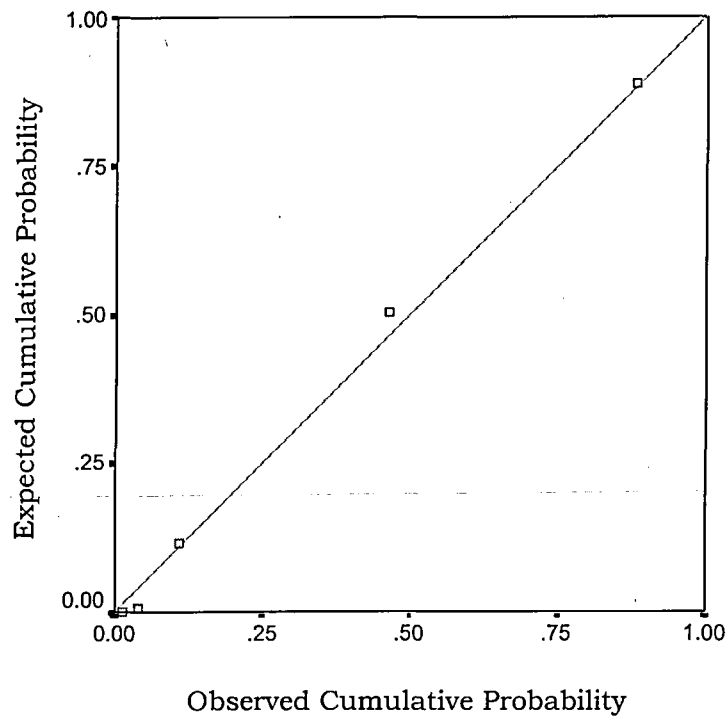
**Q35 Level of control experienced**



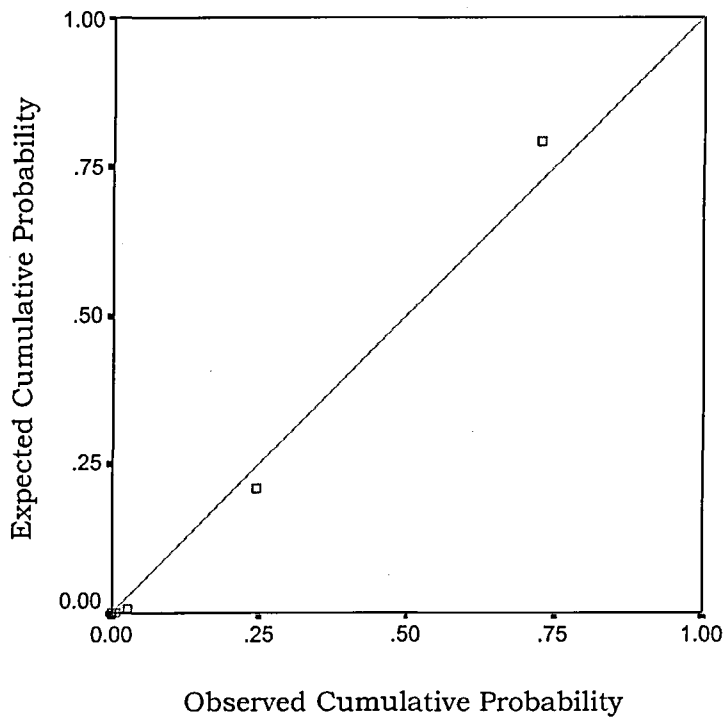
**Q36 Satisfaction with this control**



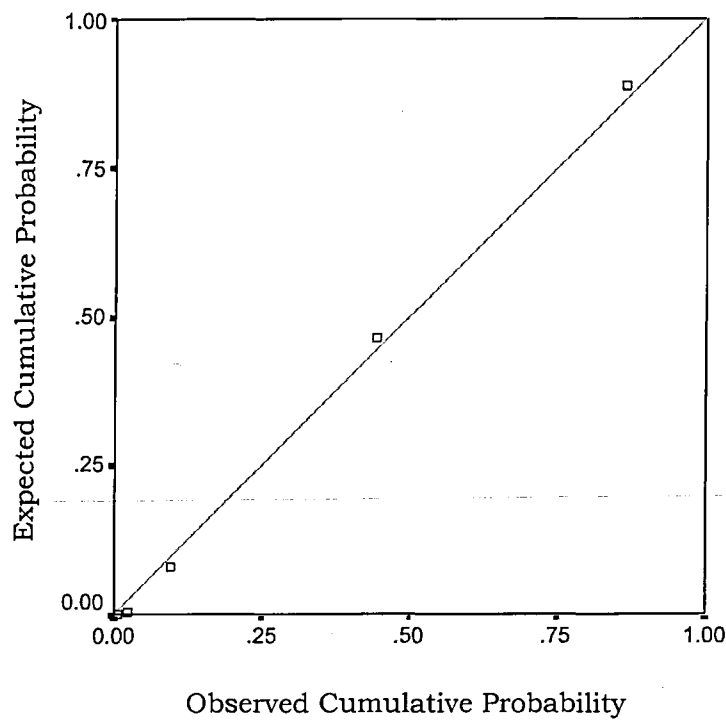
**Q37 Feel part of a team?**



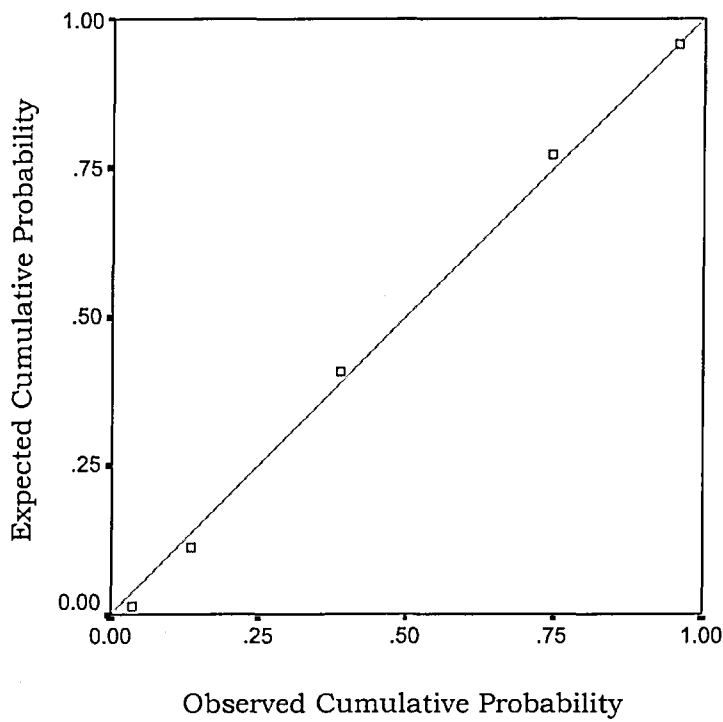
**Q38 Need for good co-worker relations in service delivery**



**Q39 Satisfied that play an equal role in the service**

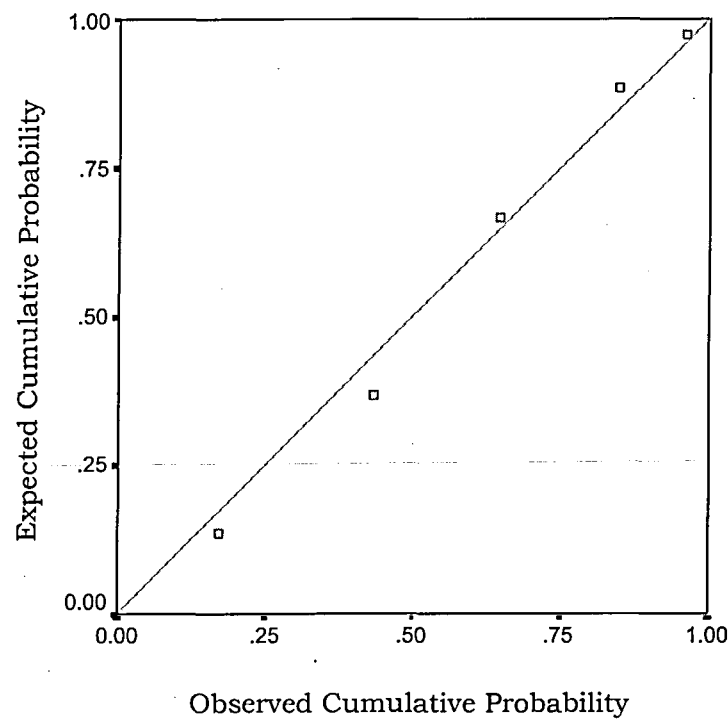


**Q41 Satisfaction with relations with trade union representative**

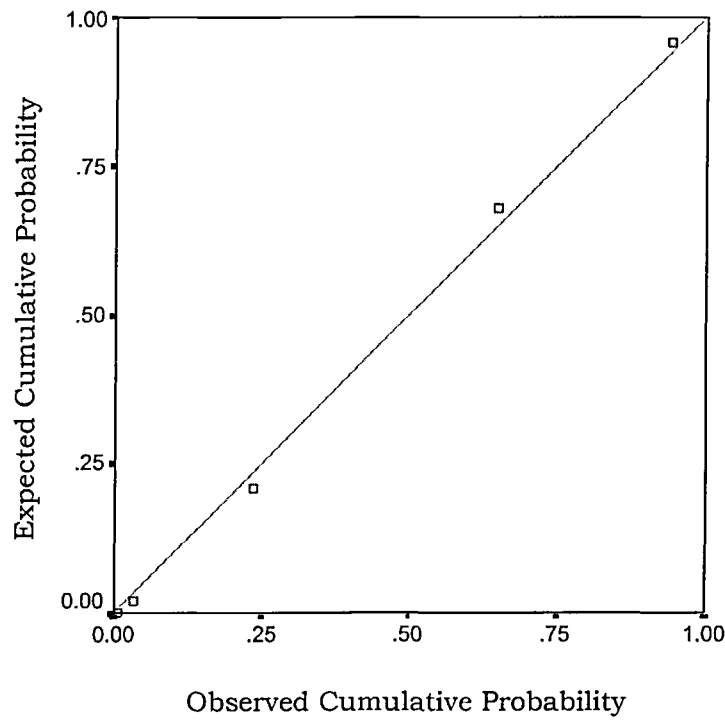




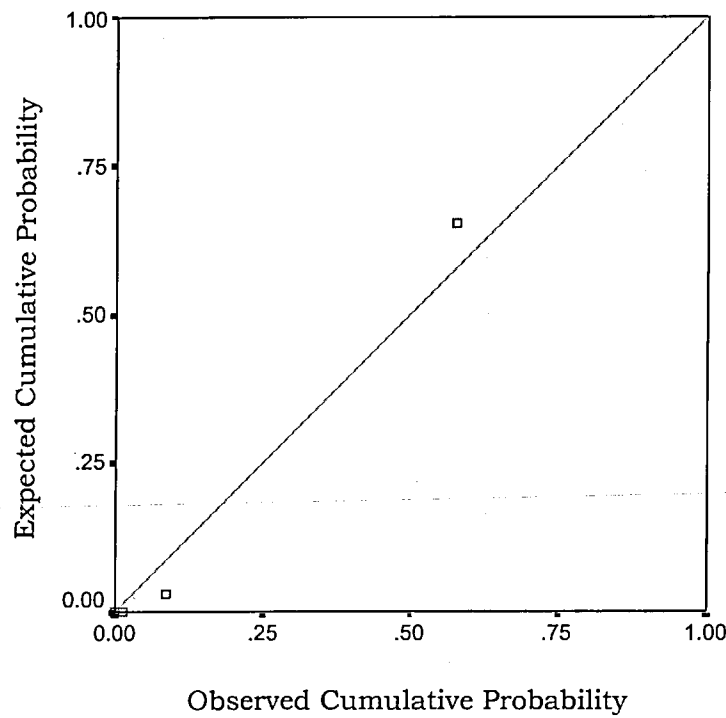
**Q43 Continue to work if won money**



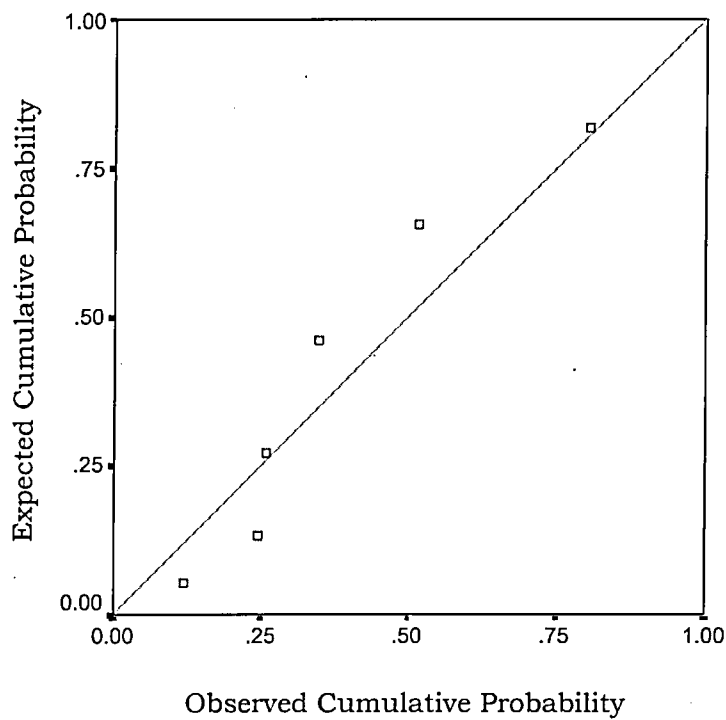
**Q44 Satisfaction with physical working environment**



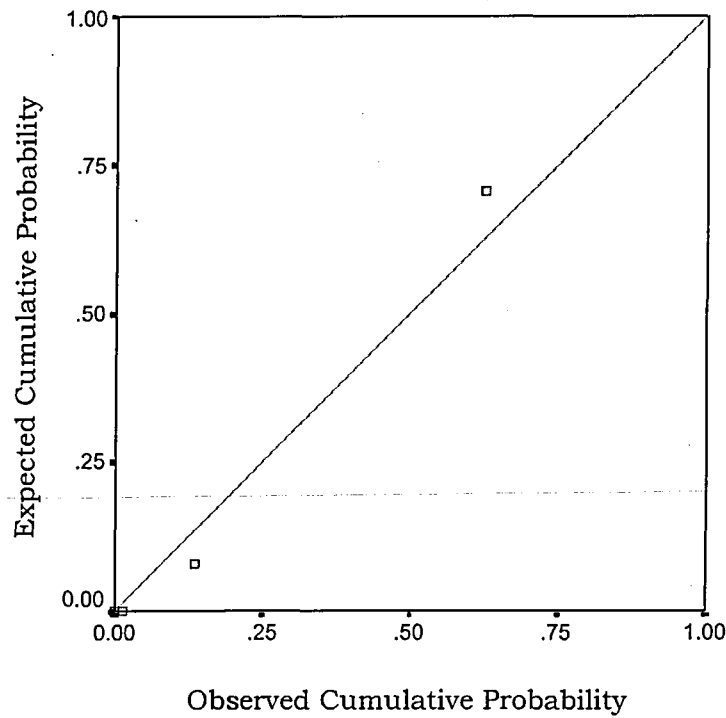
**Q14a Importance of a good rate of pay**



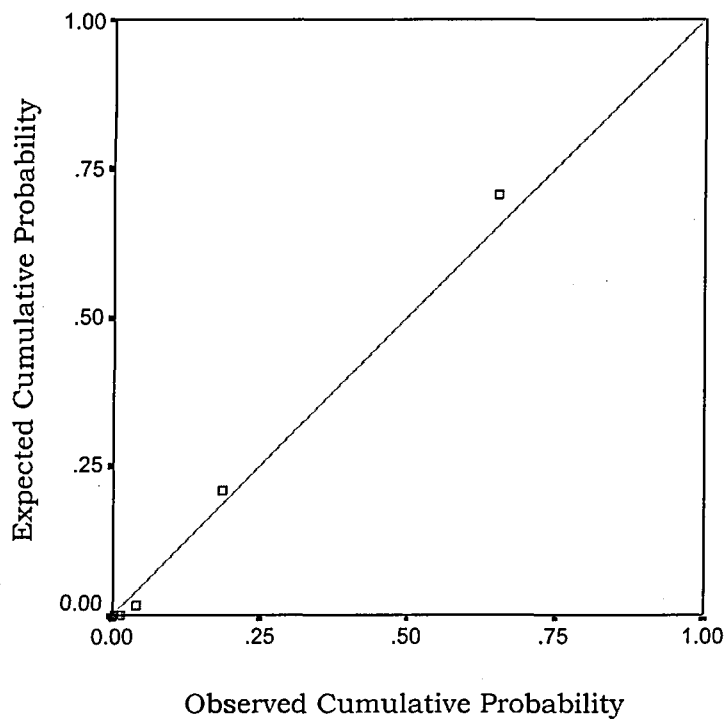
**Q14b Importance of good bonus schemes**



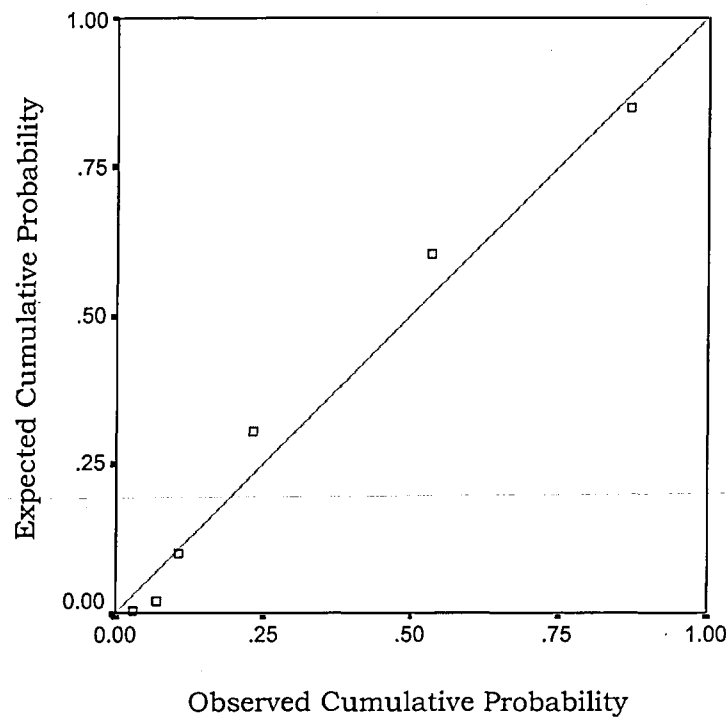
**Q14c Importance of good relationships with co-workers**



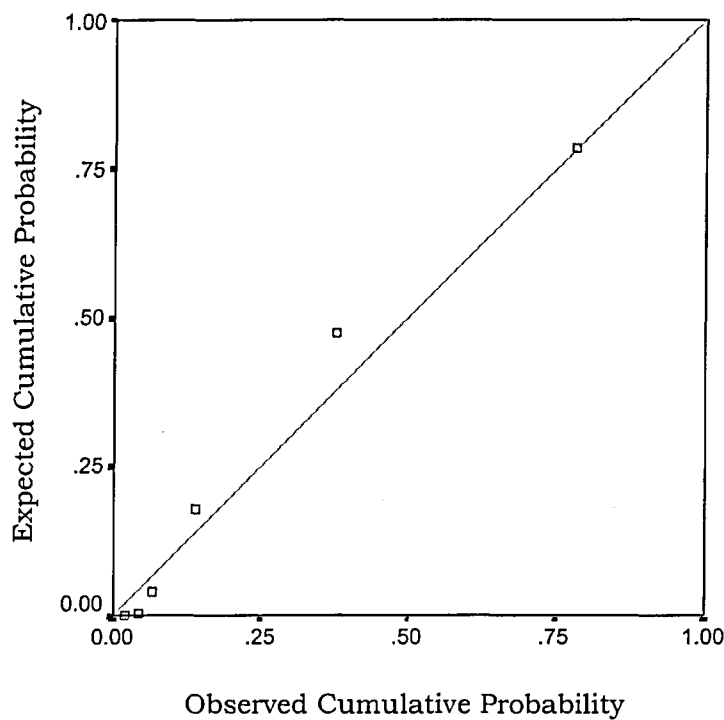
**Q14d Importance of pride in service**



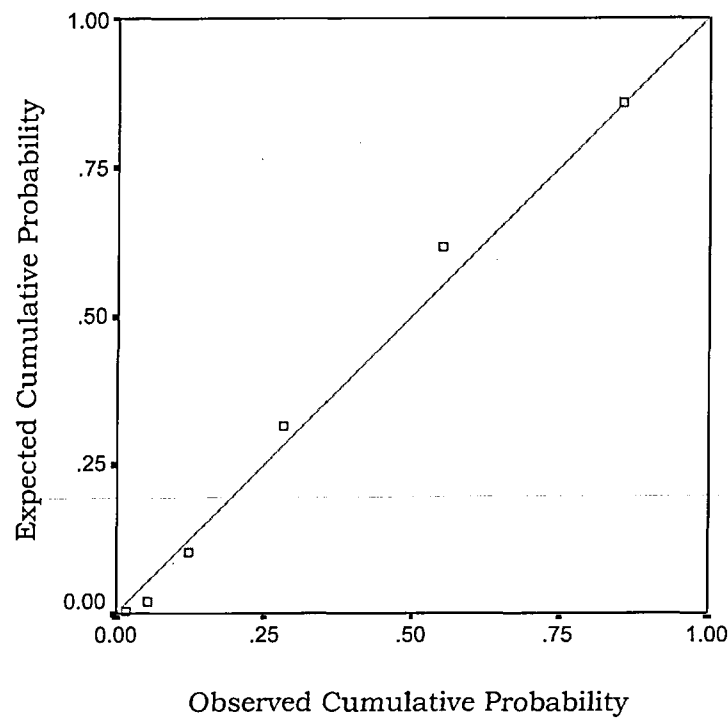
**Q14e Importance of opportunities for multiskilling**



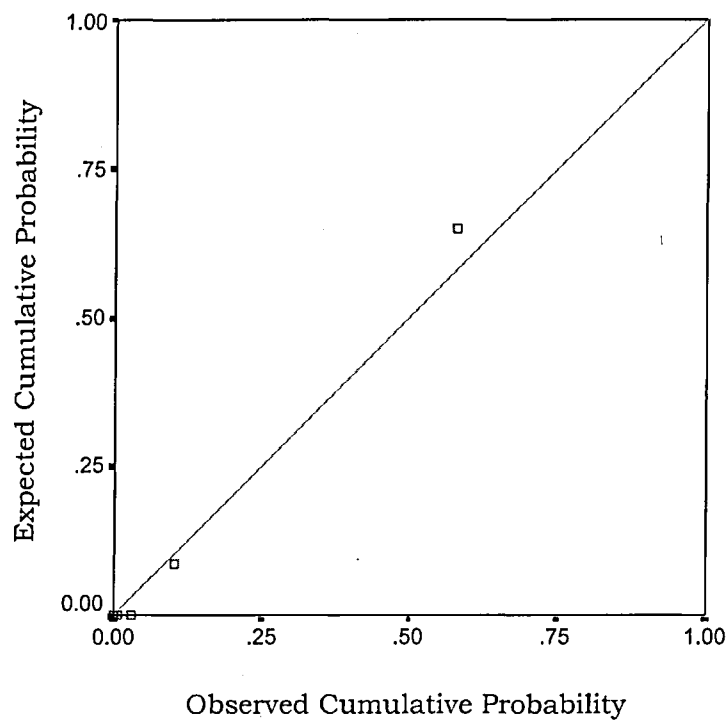
**Q14f Importance of good training opportunities**



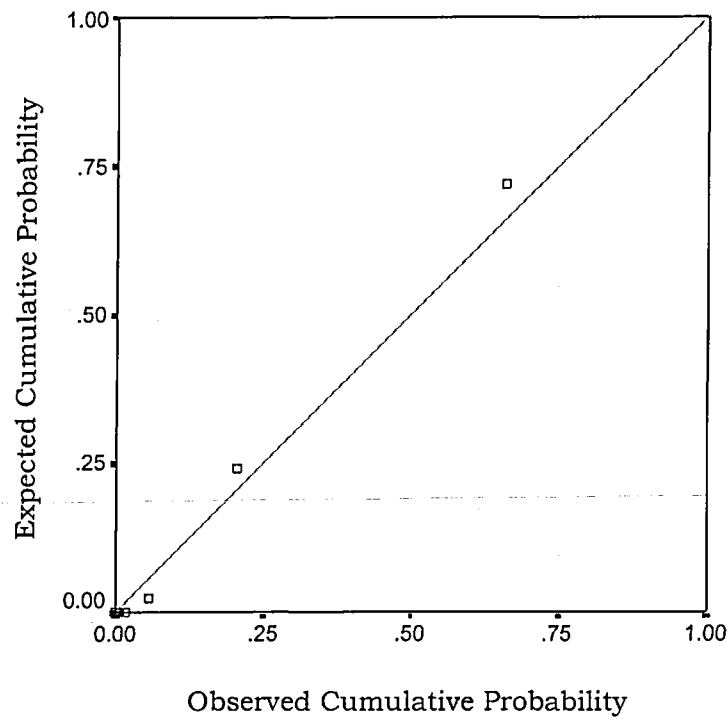
**Q14g Importance of overtime opportunities**



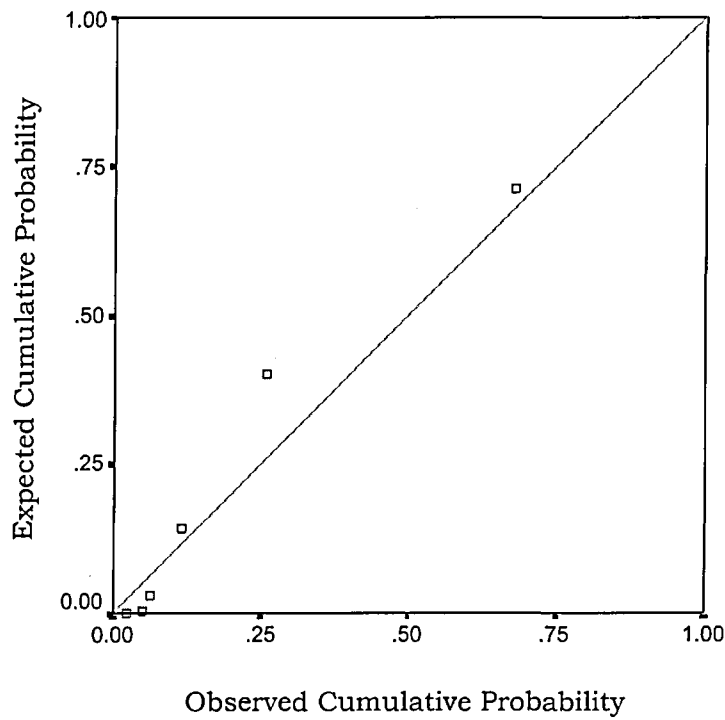
**Q14h Importance of job security**



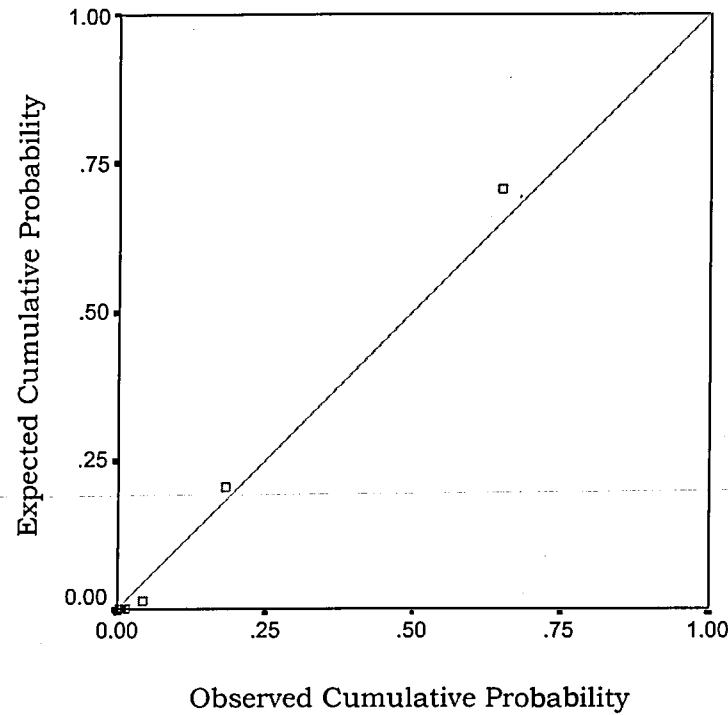
Q14i Importance of good management style



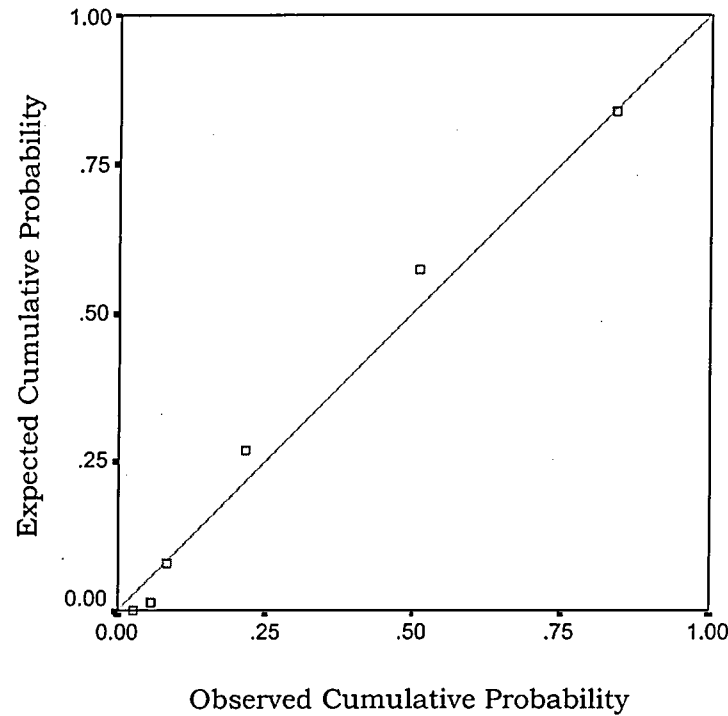
Q14j Importance of a good pension scheme



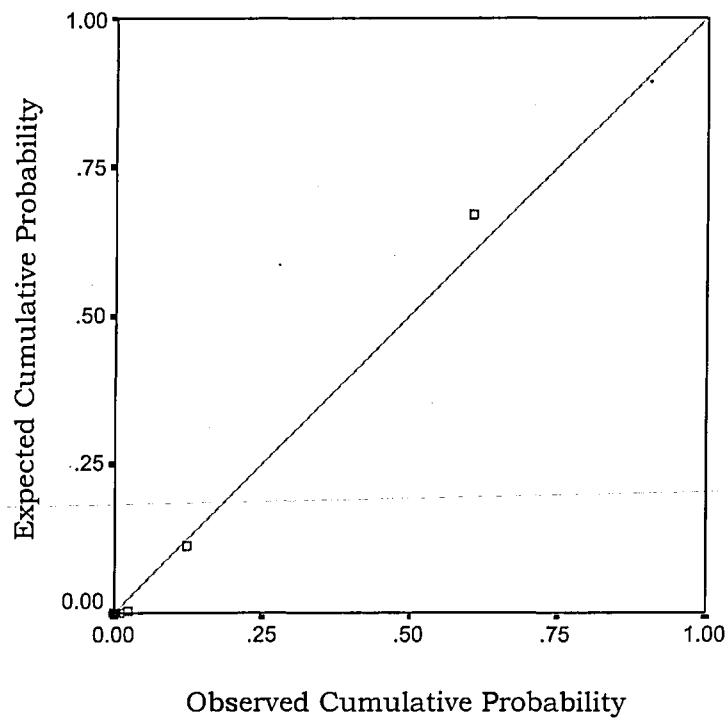
**Q14k Importance of number of days Annual Leave**



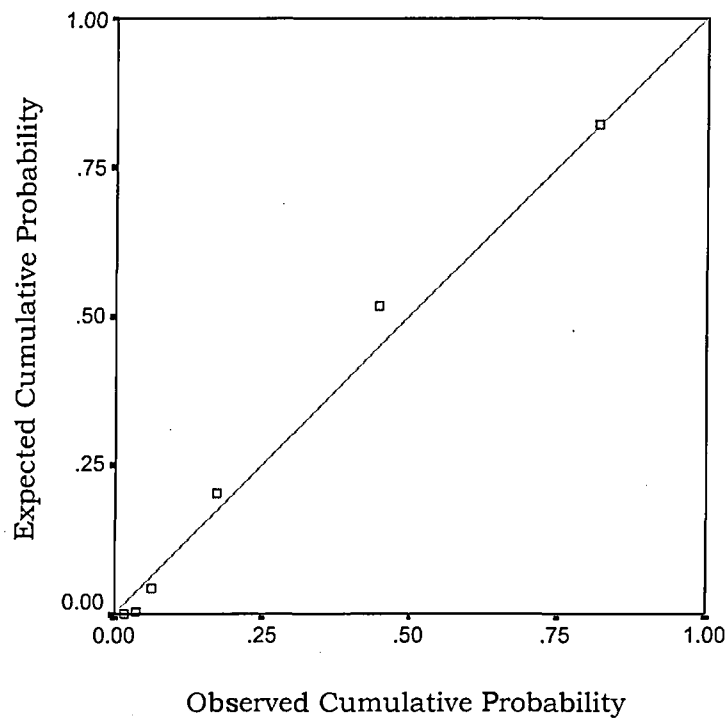
**Q14l Importance of good promotional prospects**



**Q14m Importance of a friendly atmosphere**

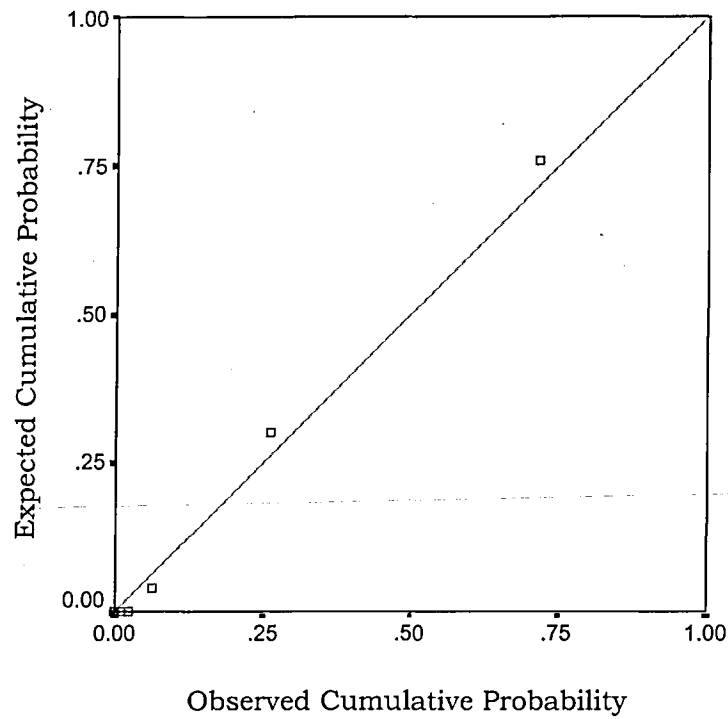


**Q14n Importance of contact with students**

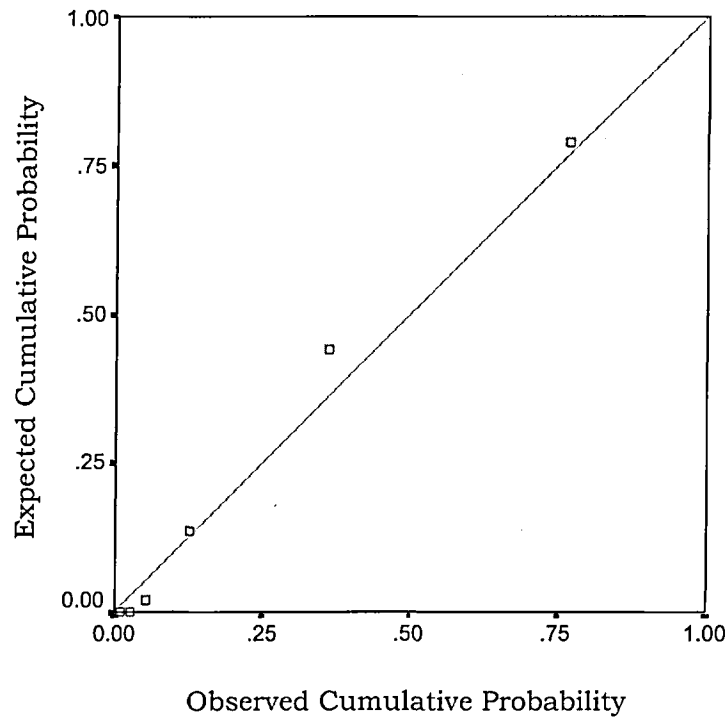




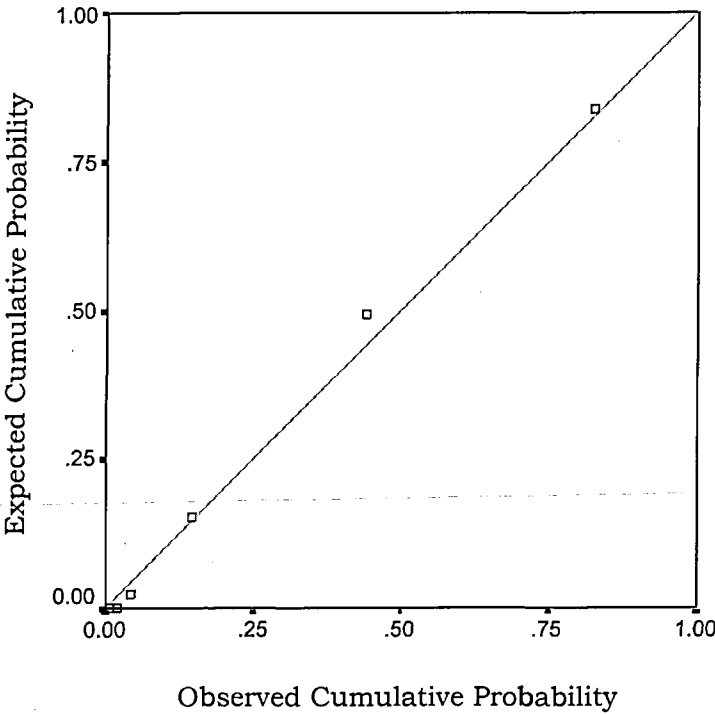
**Q14o Importance of contact with supervisor**



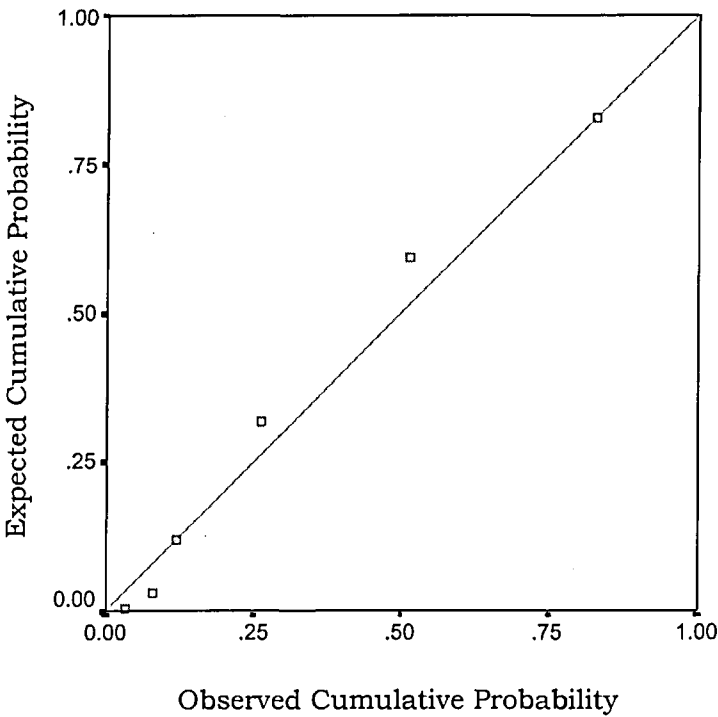
**Q14p Importance of contact with supervisor's boss**



**Q14q Importance of job variety**



**Q14r Importance of union representation**



## Appendix 18

### Kurtosis and skewness for HE need satisfaction and need importance

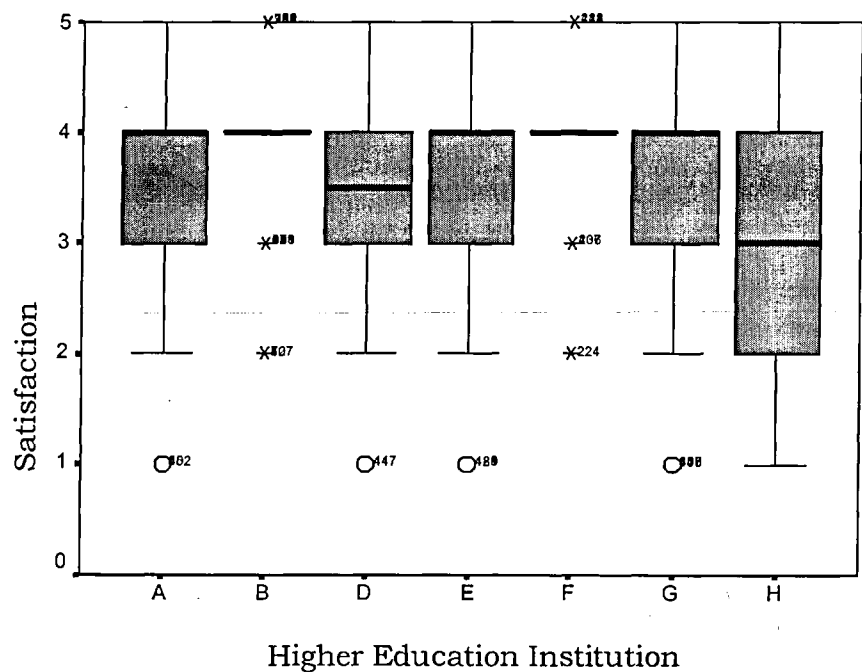
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Need for TU members	447	1.00	5.00	3.6913	.8489	-.247	.115	.223	.230
Sat with pay	470	1.00	5.00	3.5021	1.0195	-.788	.113	.094	.225
Job security	472	1.00	5.00	3.5742	.8784	-.511	.112	.324	.224
Overall sat	473	1.00	5.00	3.9027	.8072	-.914	.112	1.604	.224
Promo prospects	424	1.00	5.00	2.2453	1.0768	.355	.119	-.970	.237
Kept informed	451	1.00	5.00	3.6186	.9121	-1.061	.115	1.110	.229
Management relations	463	1.00	5.00	3.9676	.7652	-1.110	.113	2.351	.226
Trust of management	463	1.00	5.00	3.6436	.9937	-.661	.113	.351	.226
Suggestion schemes	450	1.00	5.00	3.3022	.8965	-.595	.115	.250	.230
Problem solving system	457	1.00	5.00	3.5317	.9387	-.763	.114	.525	.228
Level of control	465	1.00	5.00	3.7613	.7967	-.804	.113	1.812	.226
Sat with control	457	1.00	5.00	3.7877	.7842	-.676	.114	1.014	.228
Feel part of team	467	1.00	5.00	3.9957	.8312	-1.320	.113	2.844	.225
Need for good co-work relations	467	1.00	5.00	4.5011	.6159	-1.222	.113	2.598	.225
Equal role	456	1.00	5.00	4.0702	.7642	-1.009	.114	2.186	.228
TU representative relations	296	1.00	5.00	3.2365	1.0242	-.430	.142	-.159	.282
Won money	435	1.00	5.00	2.4391	1.3068	.386	.117	-1.035	.234
Physical layout	465	1.00	5.00	3.6366	.7900	-.390	.113	.591	.226
Rate of pay	466	2.00	5.00	4.8262	.4422	-2.726	.113	7.933	.226
Bonus scheme	374	.00	5.00	3.2059	1.9846	-.738	.126	-1.065	.252
Co-worker relations	455	1.00	5.00	4.7231	.5165	-2.083	.114	6.449	.228
Pride in service	435	.00	5.00	4.6000	.7380	-2.767	.117	11.209	.234
Opps for m/s	389	.00	5.00	3.6658	1.2988	-1.354	.124	1.619	.247
Training opps	428	.00	5.00	4.0748	1.1751	-1.834	.118	3.604	.235
Overtime opps	421	.00	5.00	3.6247	1.2861	-.946	.119	.474	.237
Job security	446	1.00	5.00	4.7803	.5698	-3.125	.116	11.115	.231
Management style	430	.00	5.00	4.5512	.7820	-2.227	.118	6.242	.235
Pension scheme	433	.00	5.00	4.3118	1.2294	-2.256	.117	4.799	.234
Days A/L	450	.00	5.00	4.6022	.7369	-2.571	.115	9.204	.230
Good promo prospects	413	.00	5.00	3.7700	1.2514	-1.388	.120	2.015	.240
Friendly atmosphere	446	.00	5.00	4.7354	.6048	-3.352	.116	16.040	.231
Contact with customers	431	.00	5.00	3.9536	1.1382	-1.506	.118	2.698	.235
Contact with supervisor	443	.00	5.00	4.4266	.8161	-1.933	.116	5.105	.231
Contact supervisor's boss	437	.00	5.00	4.1579	1.0602	-1.722	.117	3.461	.233
Job variety	414	.00	5.00	4.0193	.9986	-1.417	.120	2.966	.239
Union representation	421	.00	5.00	3.6651	1.4123	-1.185	.119	.858	.237
Valid N (listwise)	126								

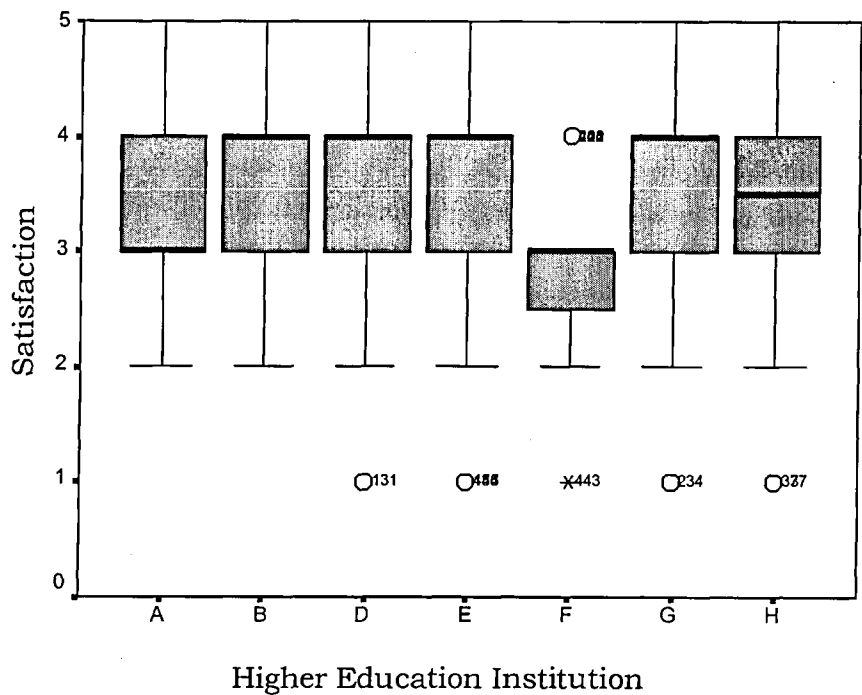
Appendix 19

Box-plots for HE need satisfaction and need importance

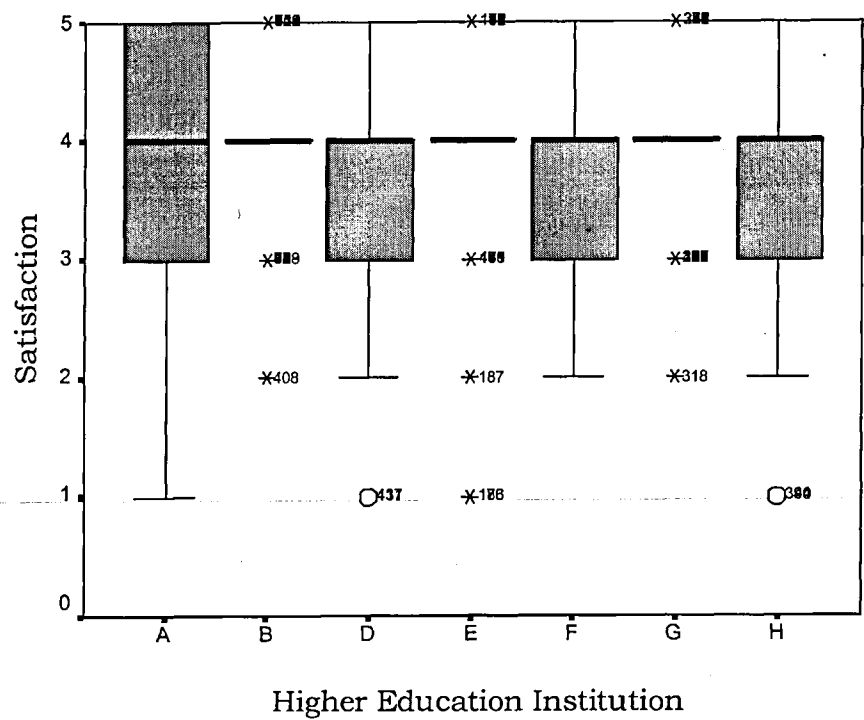
Q17 Satisfaction with basic hourly rate of pay



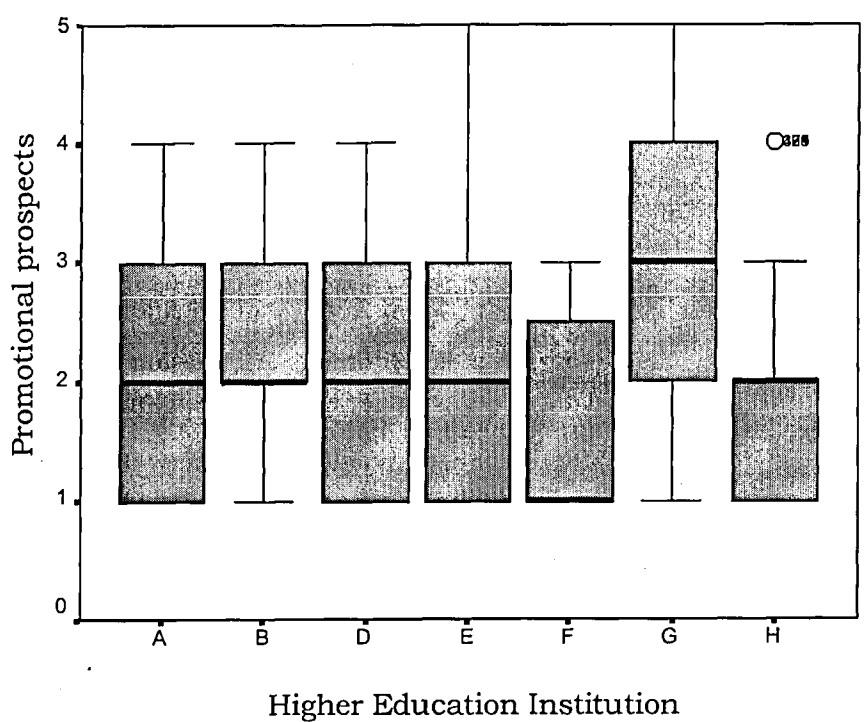
Q18 Satisfaction with job security



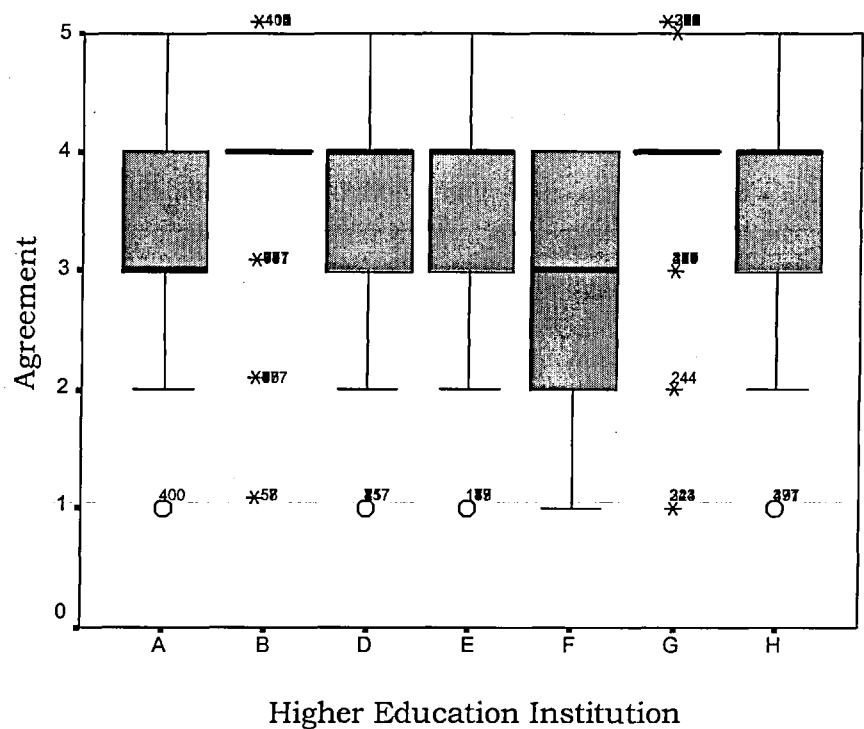
Q19 Overall job satisfaction



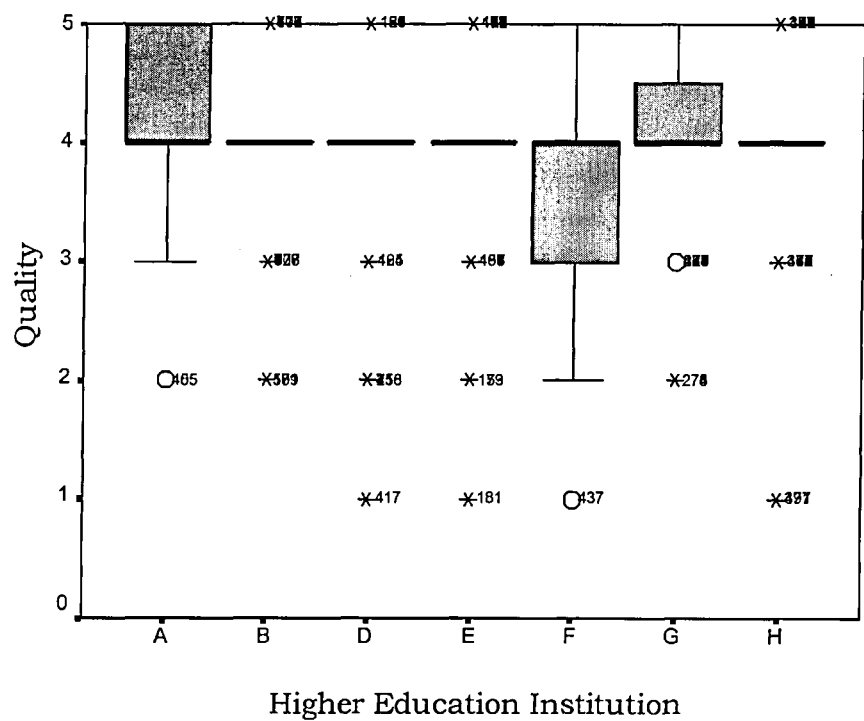
Q22 Chances of promotion



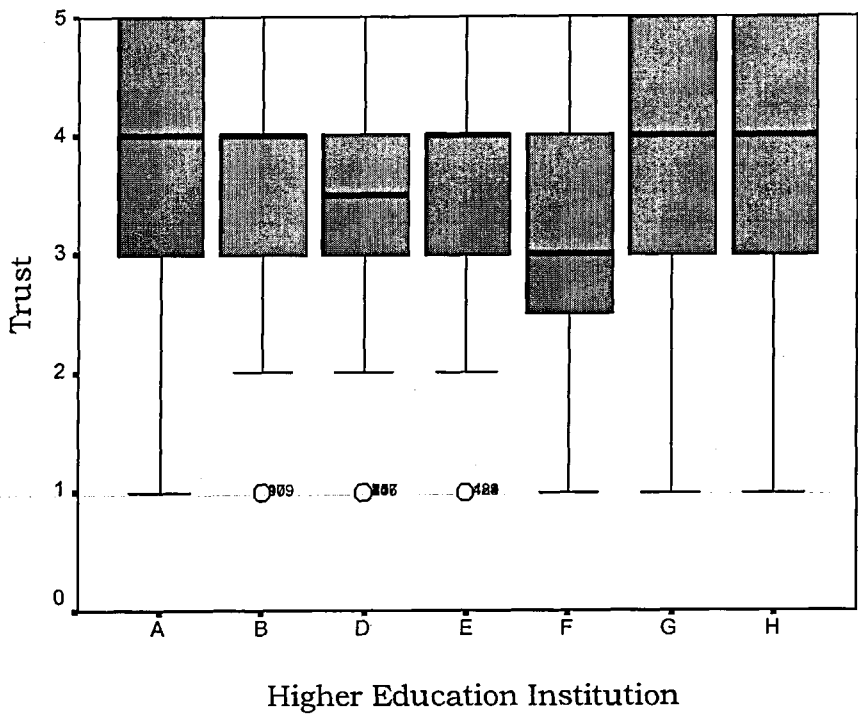
Q26 Feel kept informed by managers and supervisors



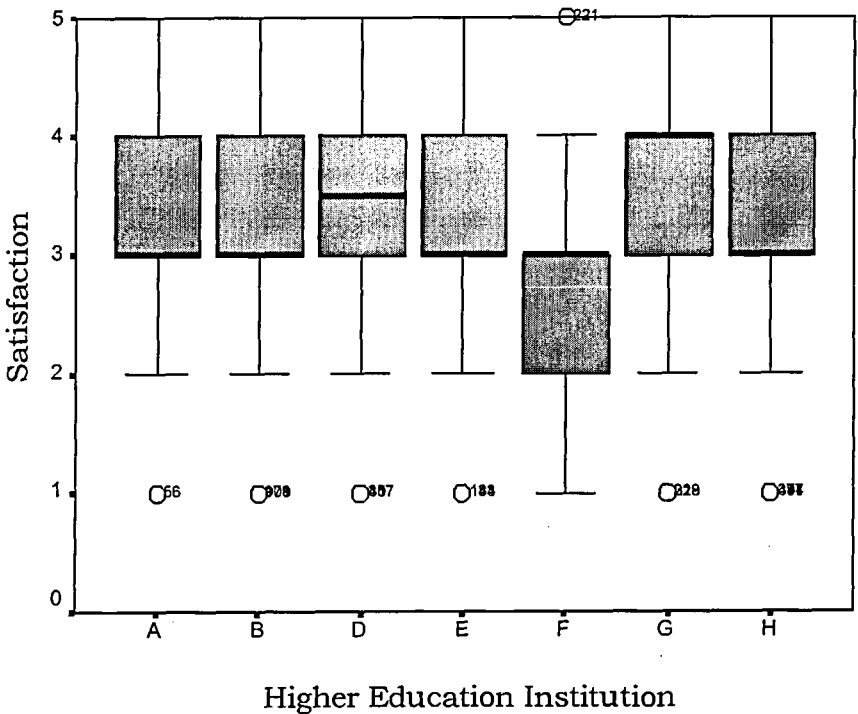
Q30 Relations with immediate manager



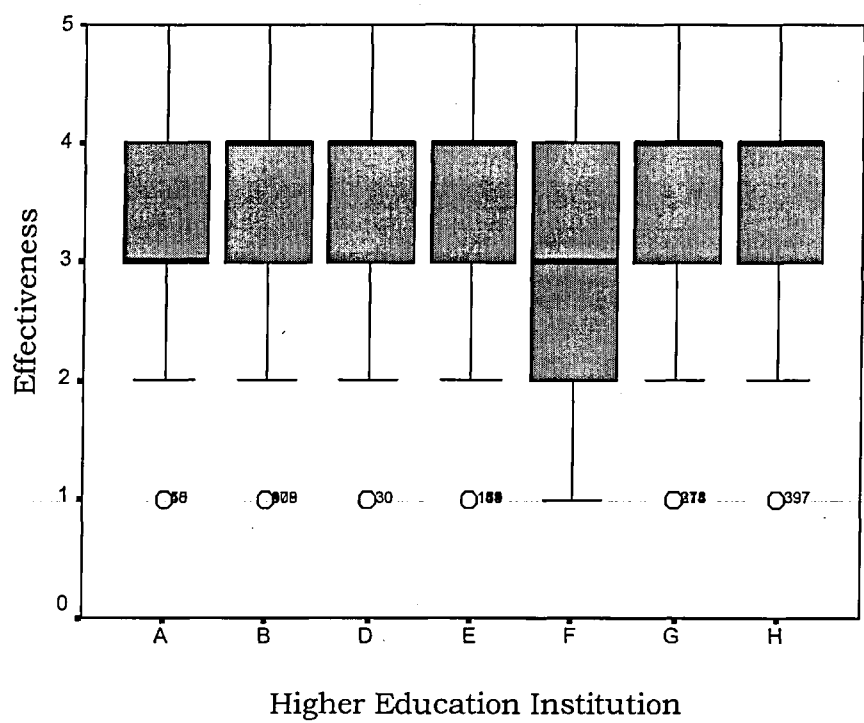
Q31 Level of trust for service management



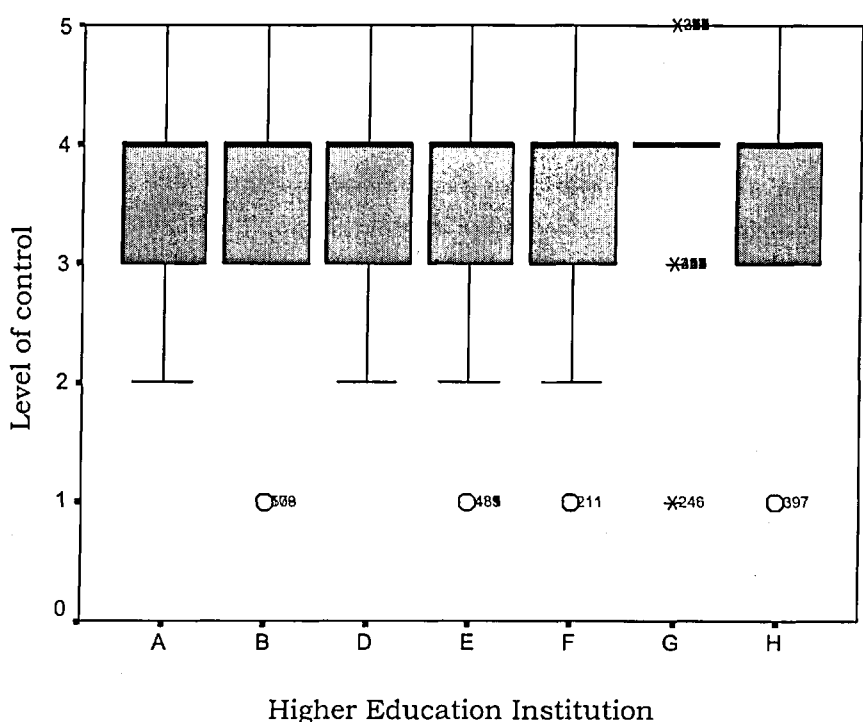
Q33 Satisfaction that suggestions are listened to



Q34 Effectiveness of Institution's problem solving systems

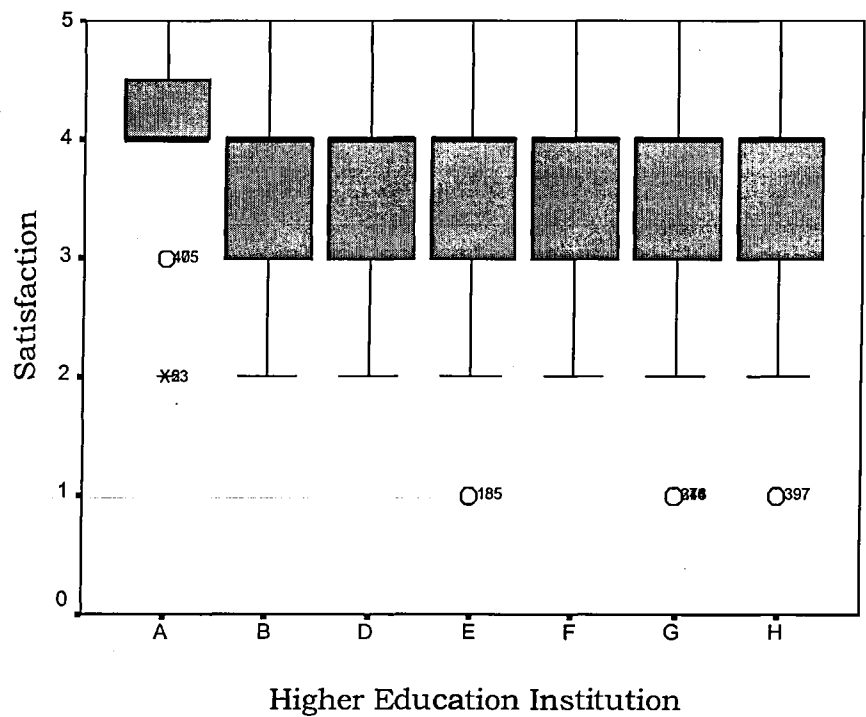


Q35 Level of control experienced

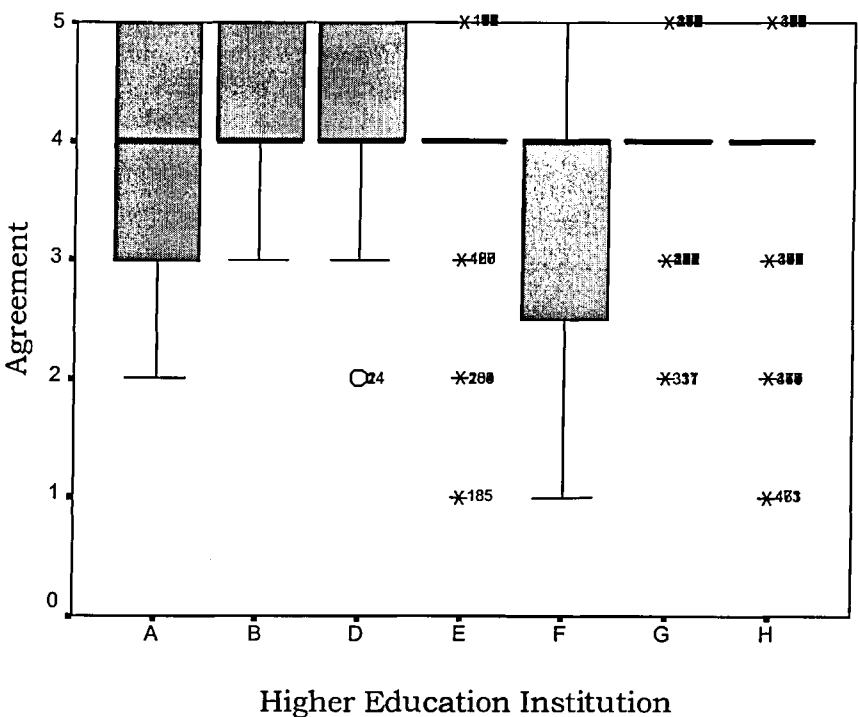




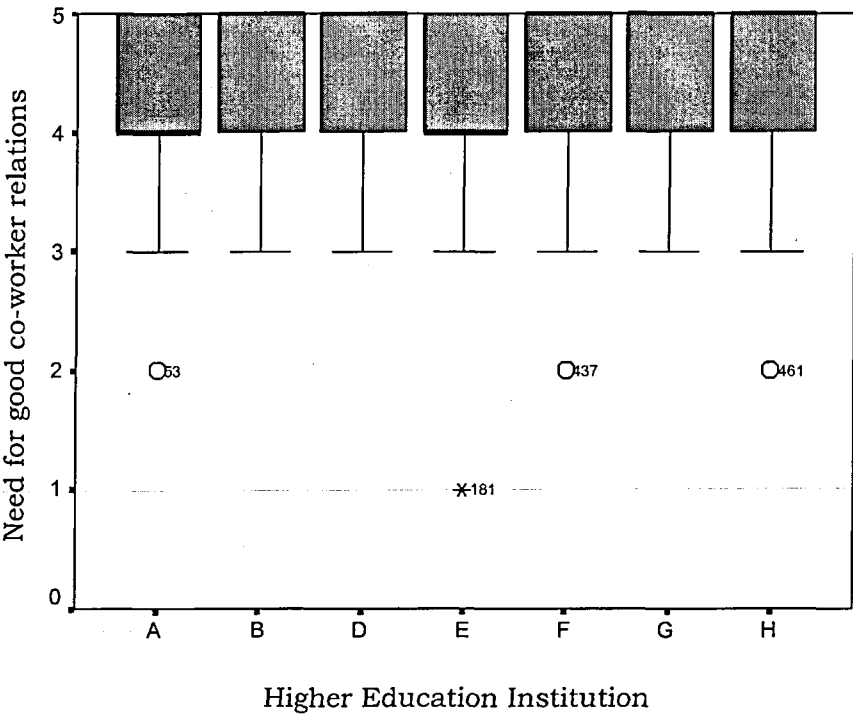
Q36 Satisfaction with this control



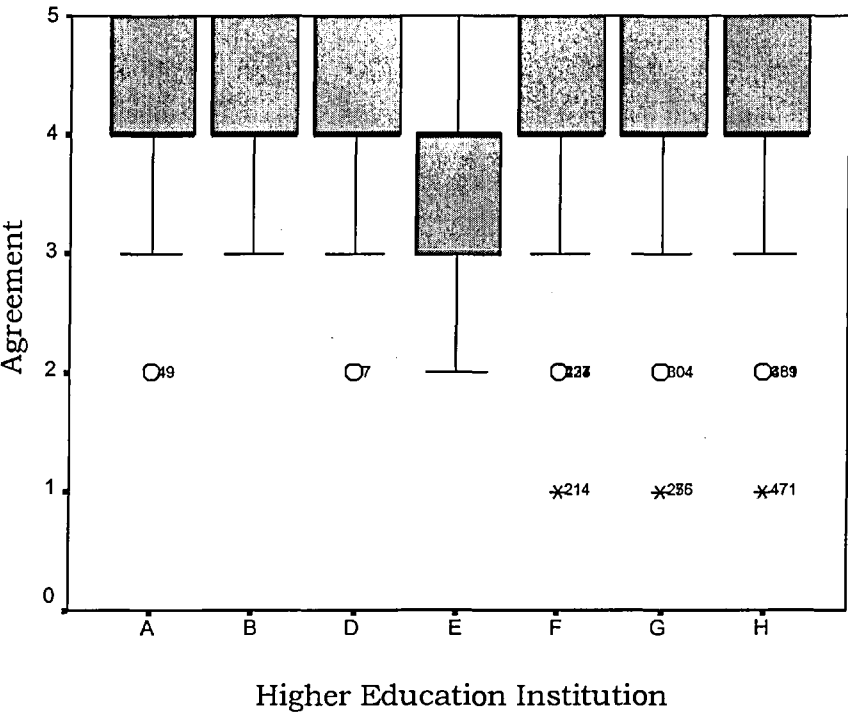
Q37 Feel part of a team?



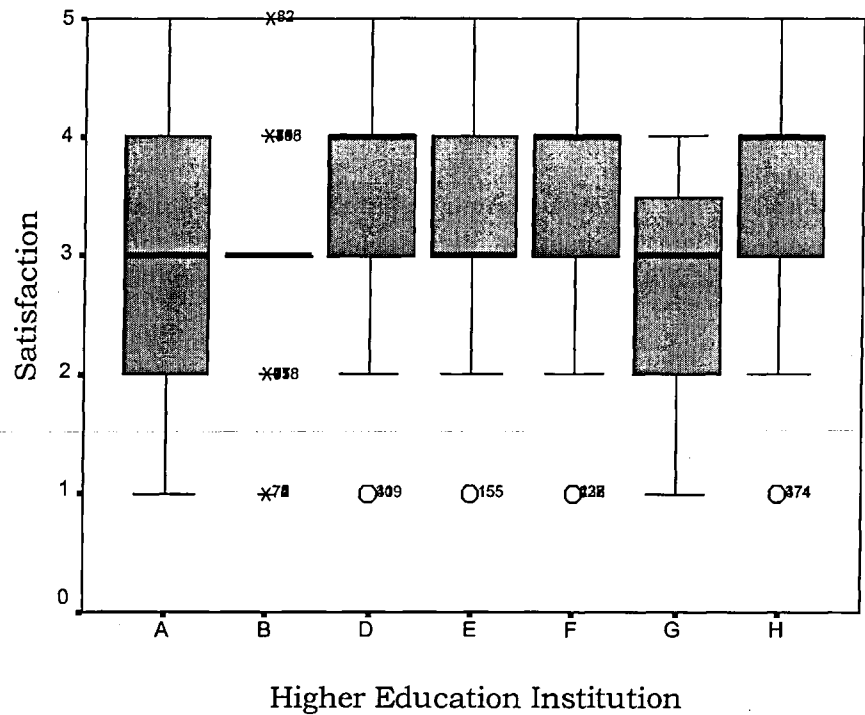
**Q38 Need for good co-worker relations in service delivery**



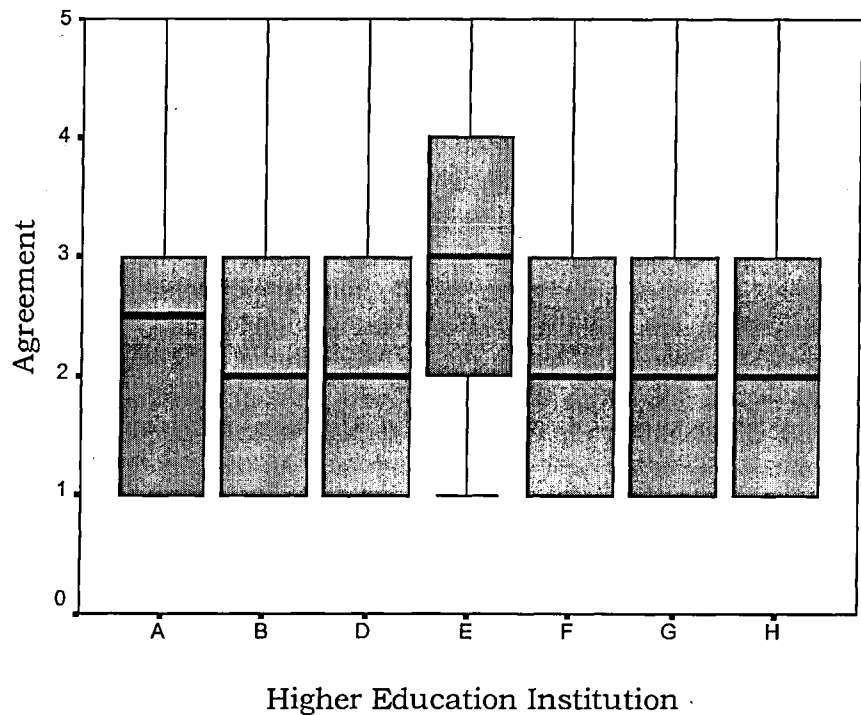
**Q39 Satisfied that play an equal role in the service**



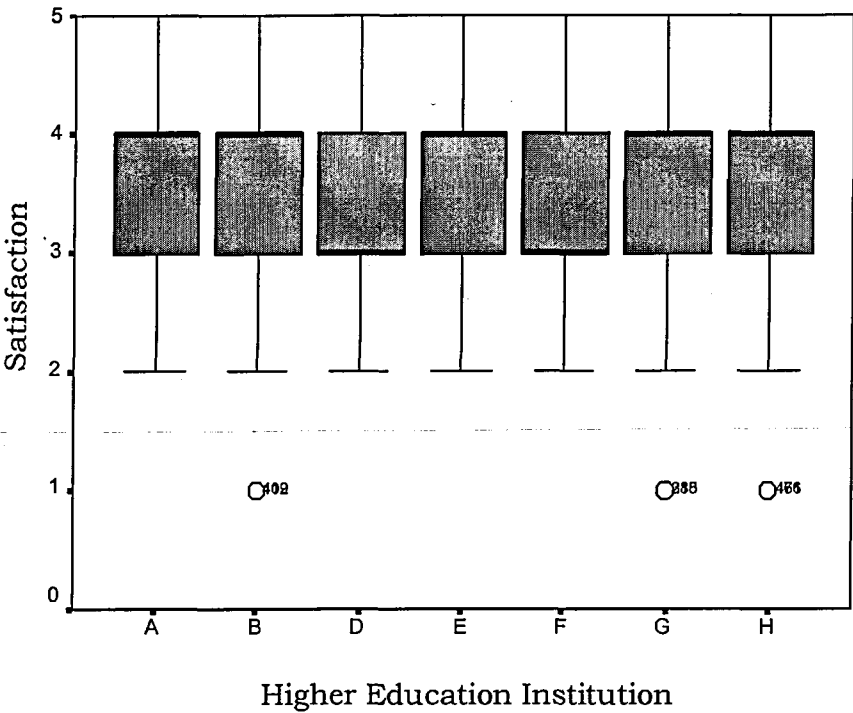
Q41 Satisfaction with relations with trade union representative



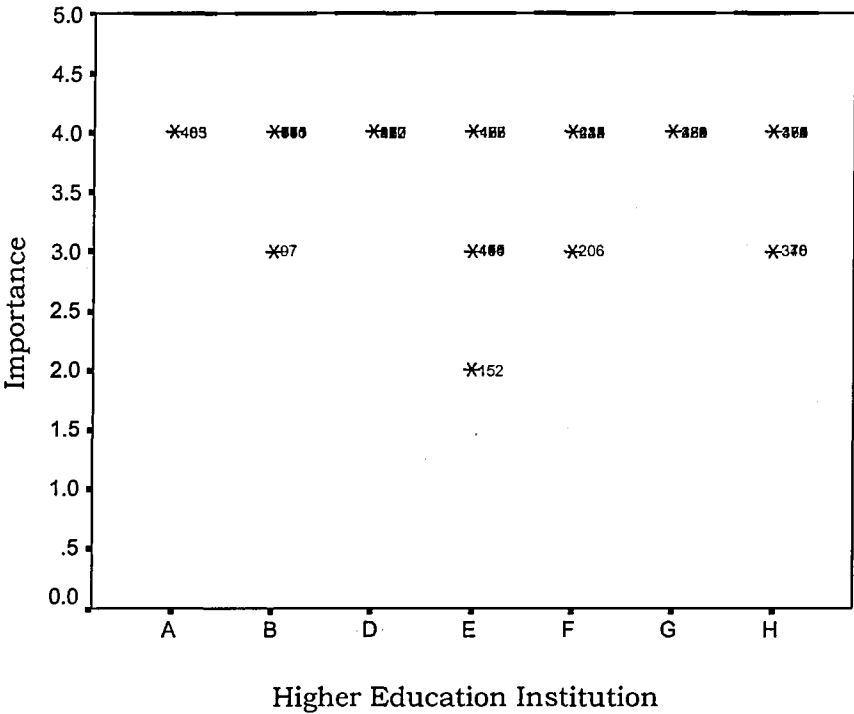
Q43 Continue to work if won money



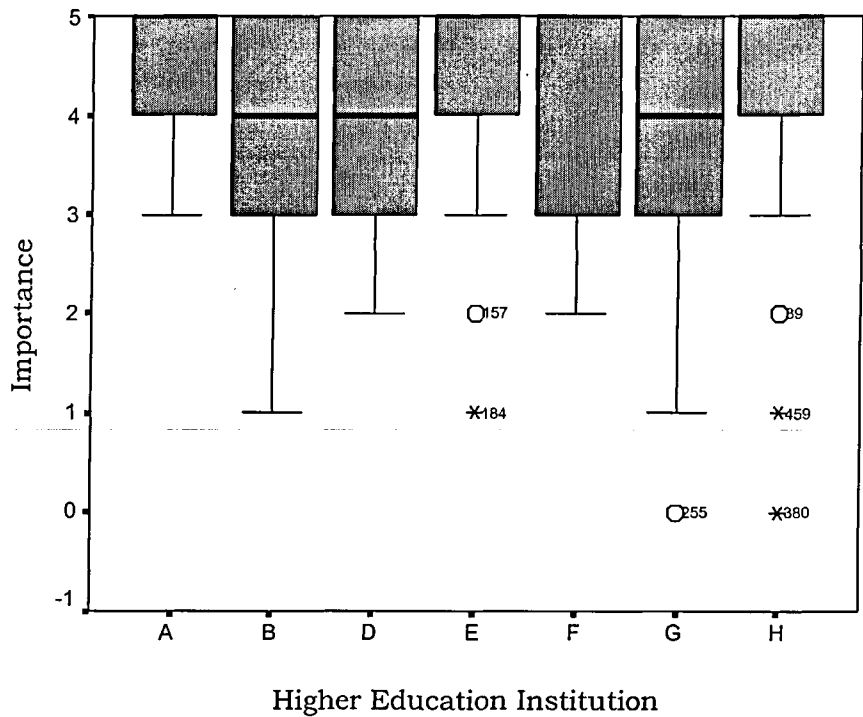
Q44 Satisfaction with physical working environment



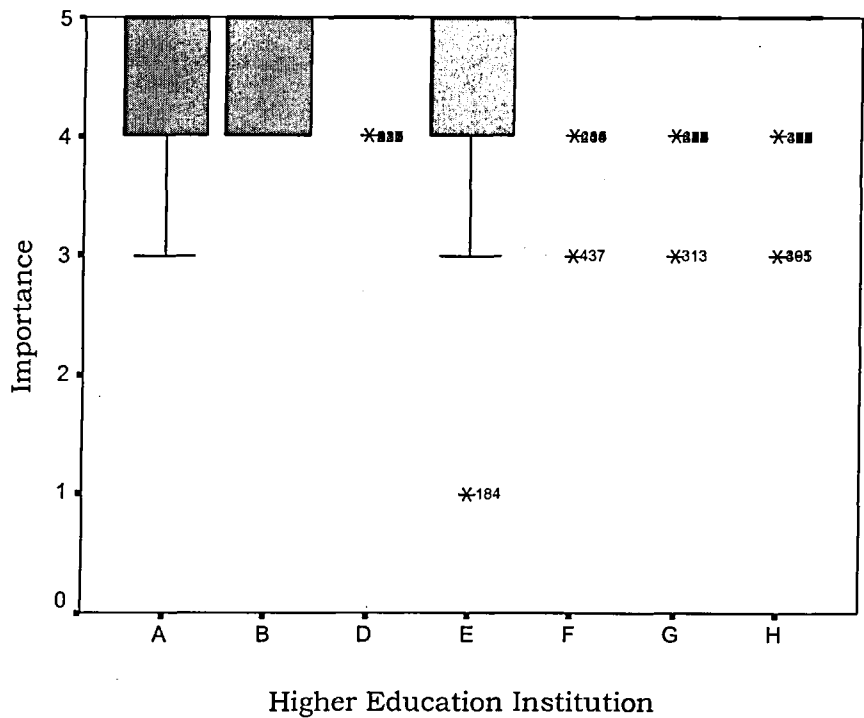
Q14a Importance of a good rate of pay



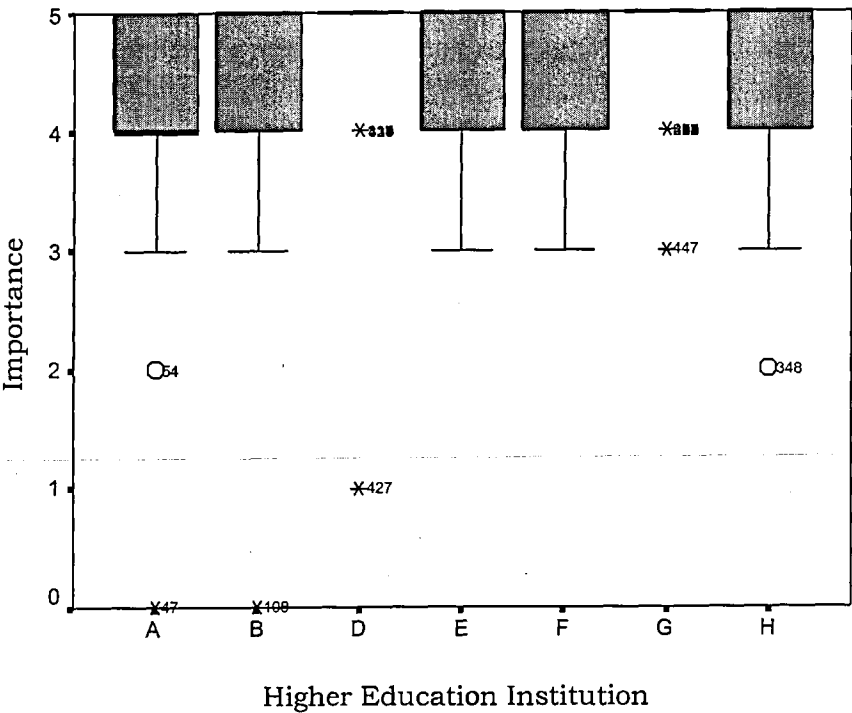
Q14b Importance of good bonus schemes



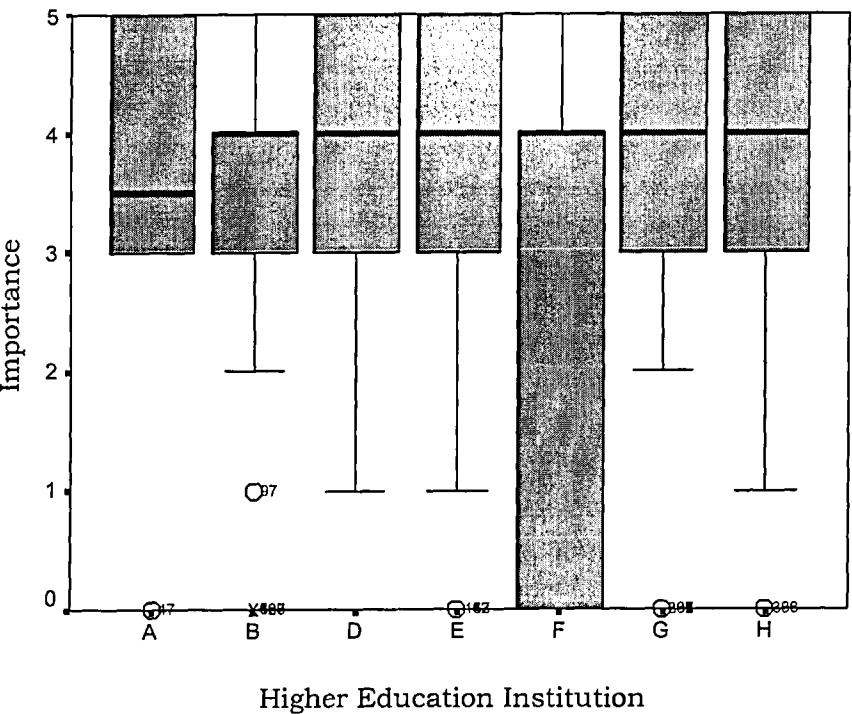
Q14c Importance of good relationships with co-workers



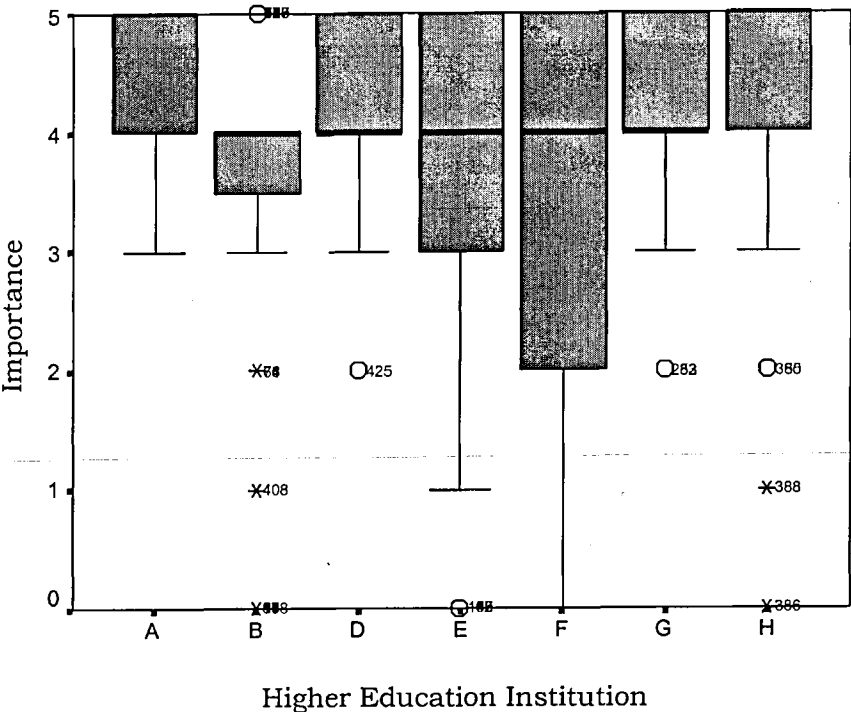
Q14d Importance of pride in service



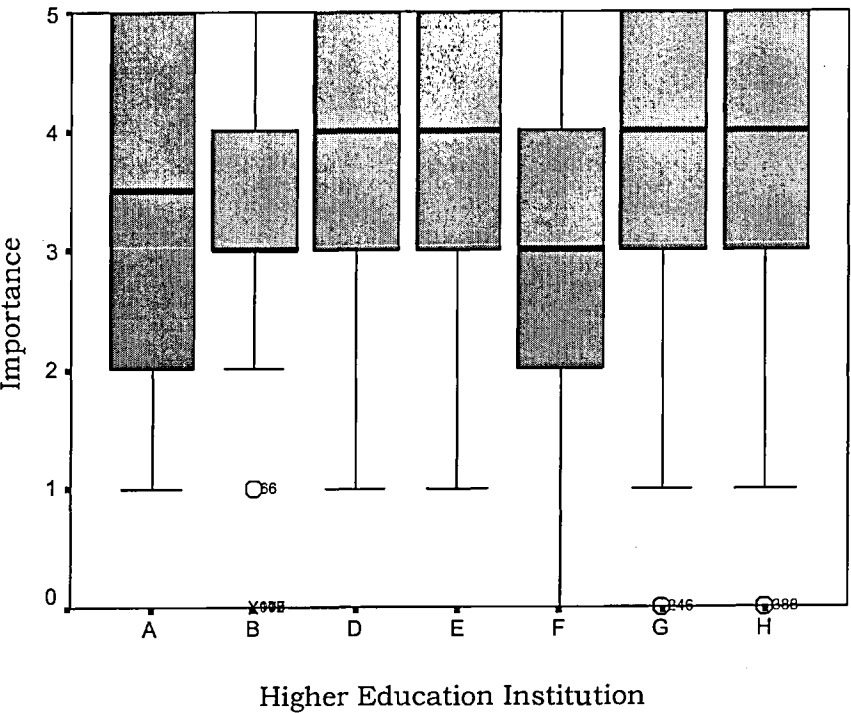
Q14e Importance of opportunities for multiskilling



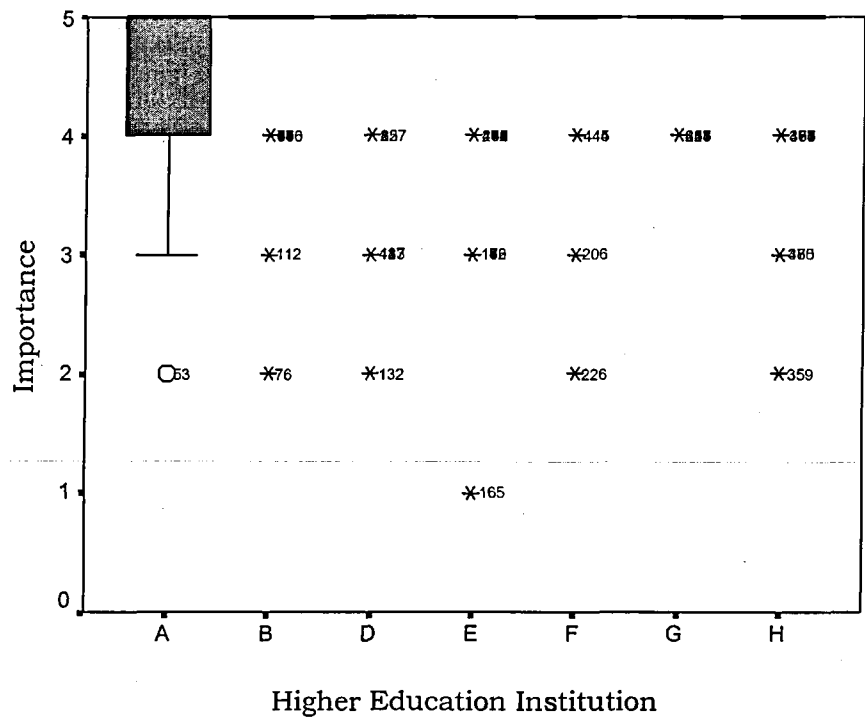
Q14f Importance of good training opportunities



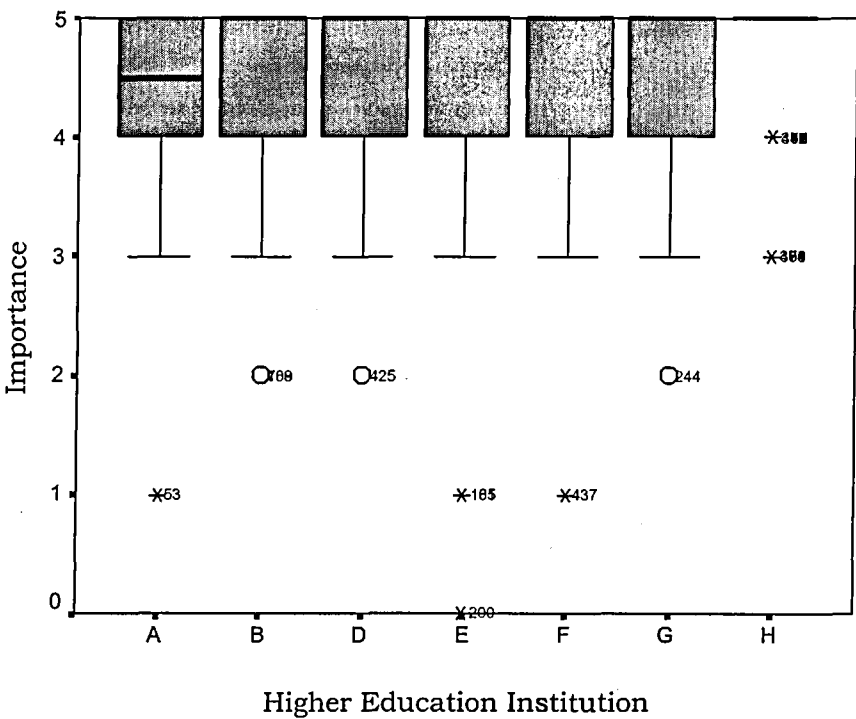
Q14g Importance of overtime opportunities



Q14h Importance of job security

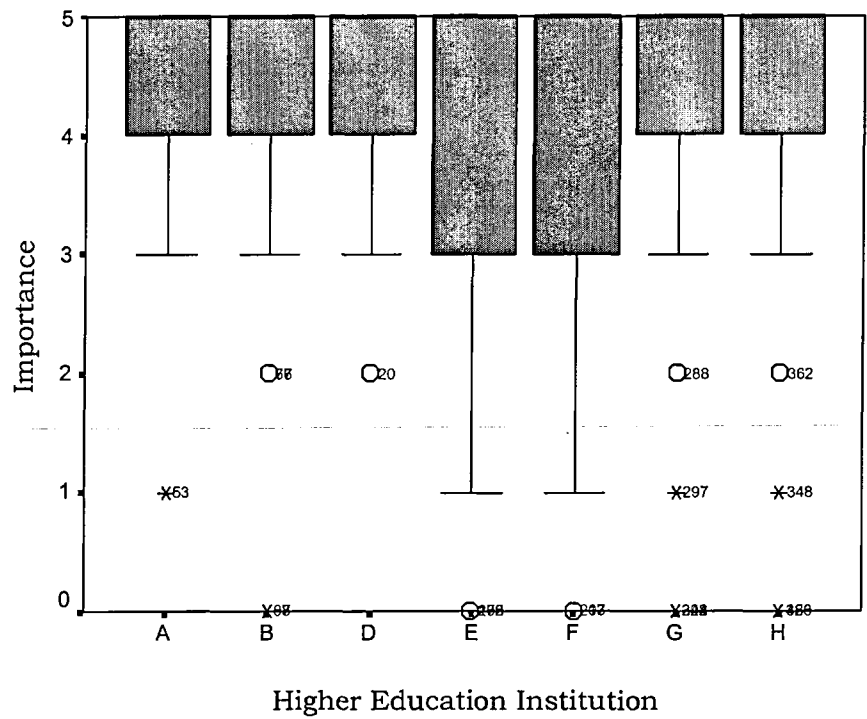


Q14i Importance of good management style

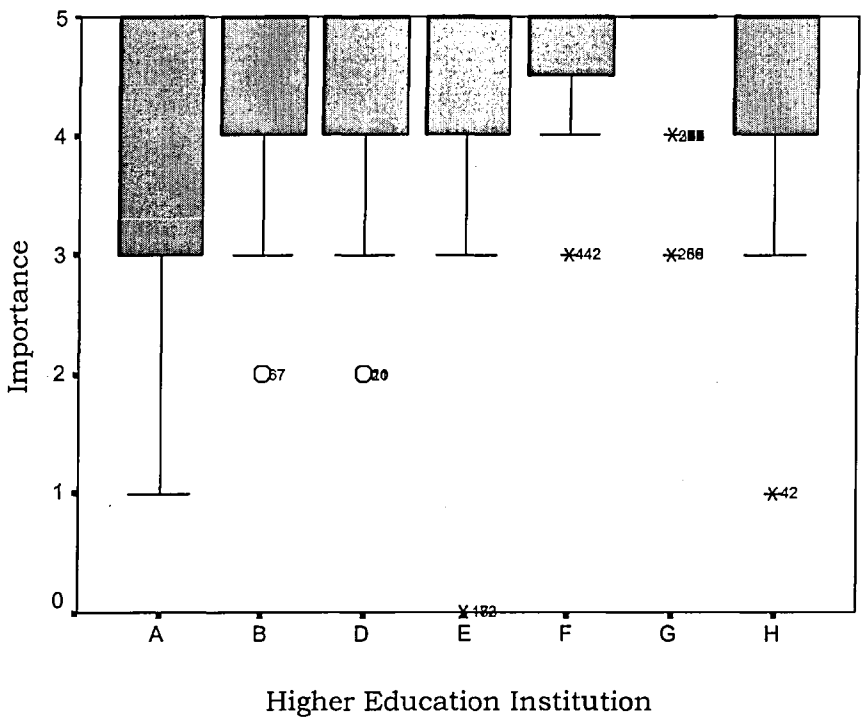




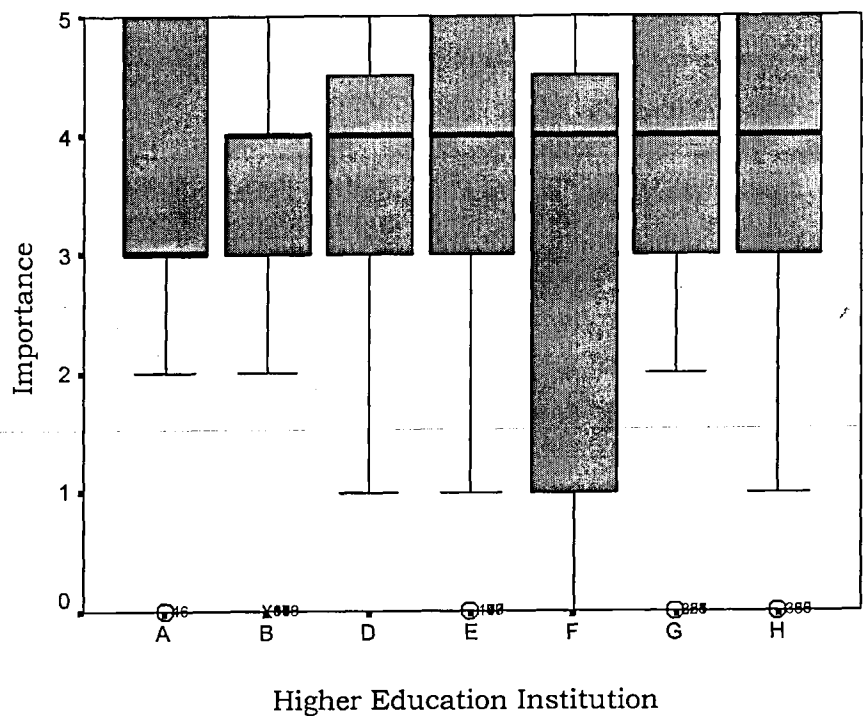
**Q14j Importance of a good pension scheme**



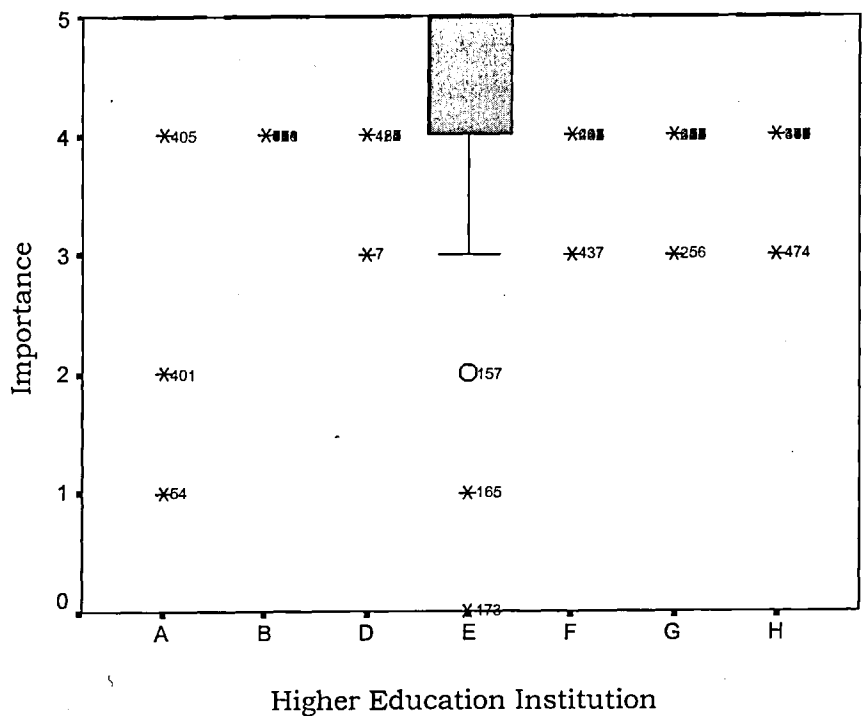
**Q14k Importance of number of days Annual Leave**



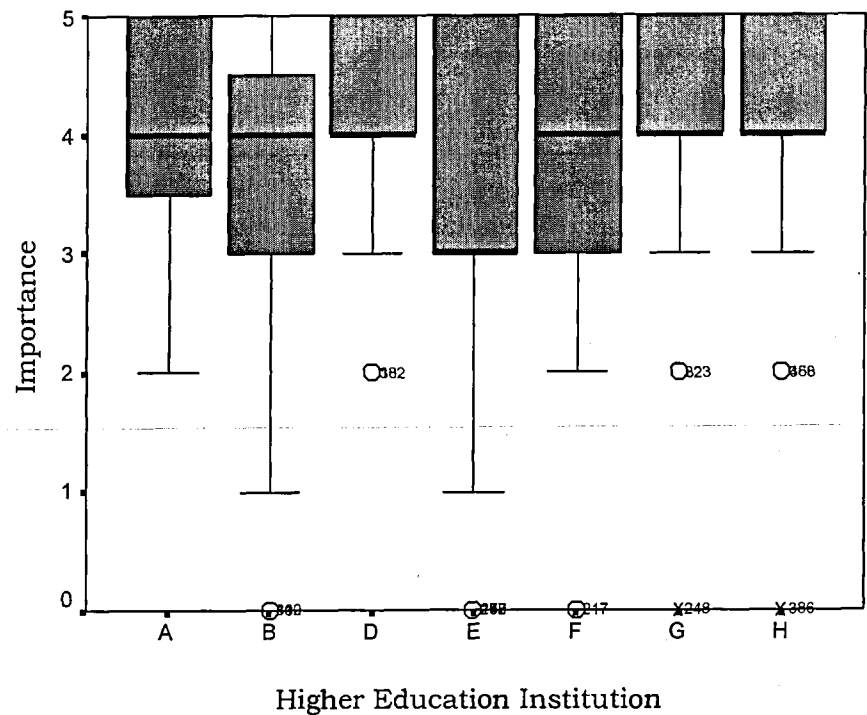
Q14l Importance of good promotional prospects



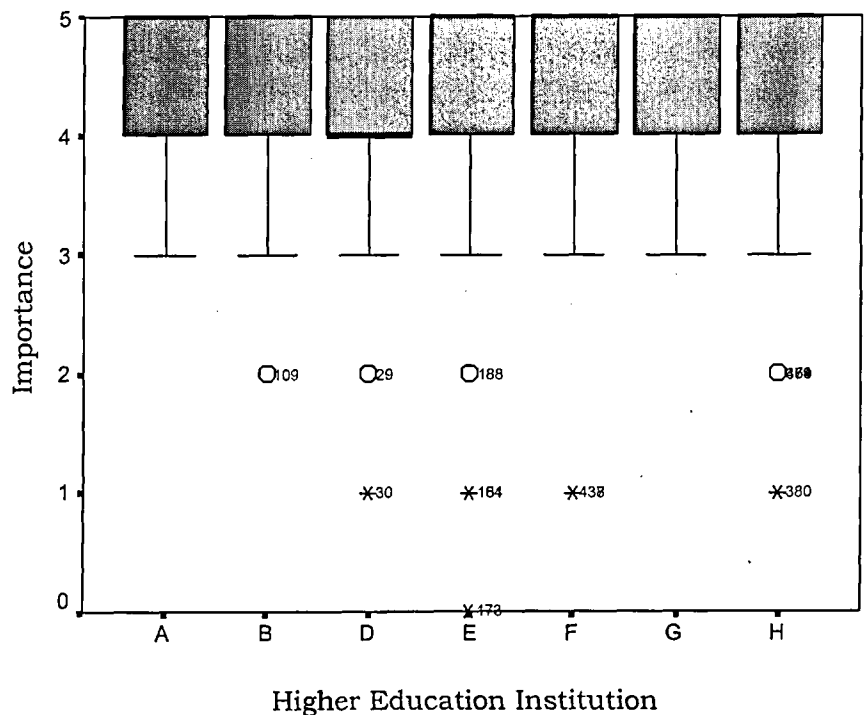
Q14m Importance of a friendly atmosphere



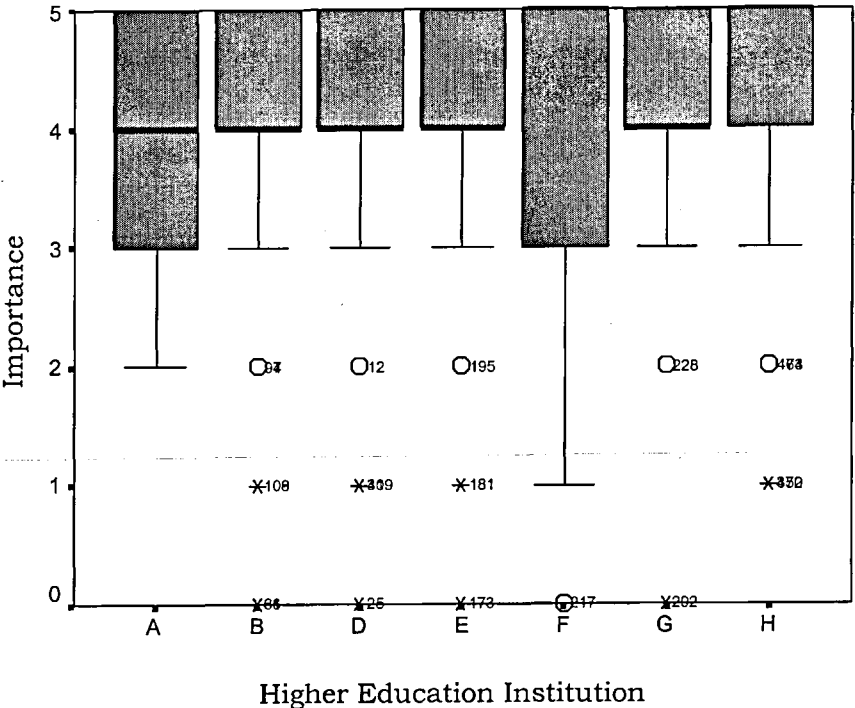
Q14n Importance of contact with students



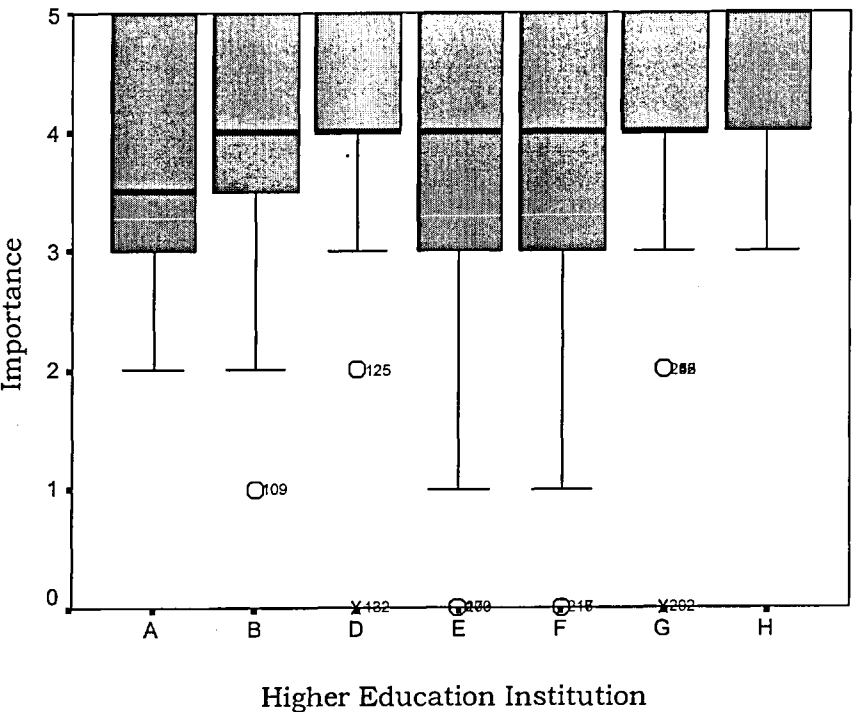
Q14o Importance of contact with supervisor



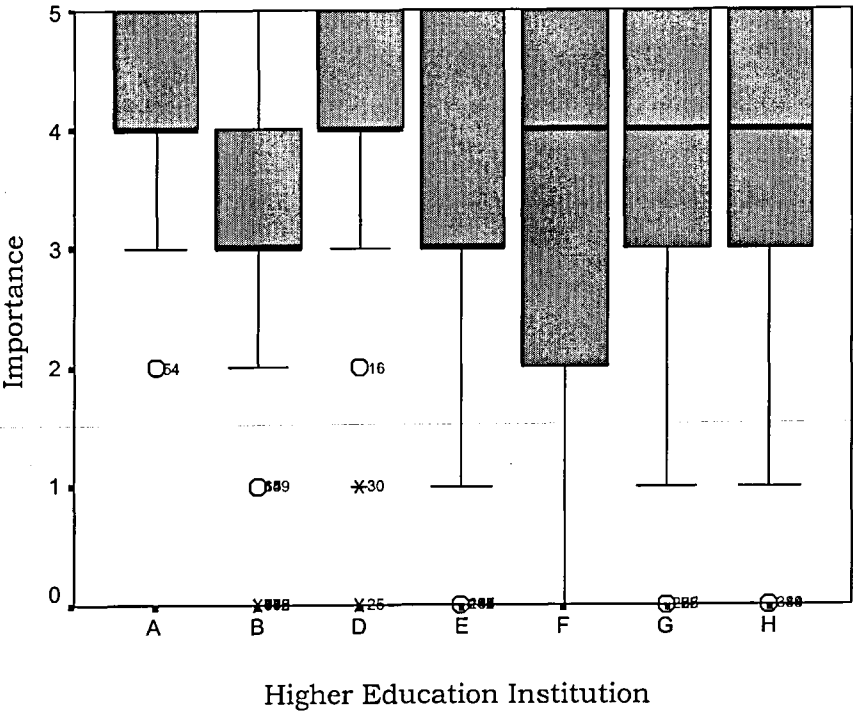
Q14p Importance of contact with supervisor's boss



Q14q Importance of job variety



Q14r Importance of union representation



## Appendix 20

### Levene statistic for HE need satisfaction and need importance

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Sat with pay	9.090	6	463	.000
Job security	4.102	6	465	.001
Overall sat	4.615	6	466	.000
Promo prospects	3.024	6	417	.007
Kept informed	5.511	6	444	.000
Management relations	1.673	6	456	.126
Trust of management	1.673	6	456	.126
Suggestion schemes	1.290	6	443	.260
Problem solving systems	1.574	6	450	.153
Level of control	3.833	6	458	.001
Sat with control	1.108	6	450	.356
Feel part of team	8.381	6	460	.000
Need for good co-worker relations	2.365	6	460	.029
Equal role	.568	6	449	.756
TU representative relations	2.183	6	289	.045
Won money	1.259	6	428	.275
Physical layout	1.057	6	458	.388
Rate of pay	9.013	6	459	.000
Bonus scheme	.869	6	279	.518
Co-worker relations	4.424	6	448	.000
Pride in service	6.261	6	427	.000
Opps for m/s	3.723	6	382	.001
Training opps	10.321	6	421	.000
Overtime opps	2.512	6	414	.021
Job security	7.797	6	439	.000
Management style	4.209	6	423	.000
Pension scheme	5.249	6	426	.000
Days A/L	8.948	6	443	.000
Good promo prospects	5.716	6	406	.000
Friendly atmosphere	11.874	6	439	.000
Contact with customers	6.213	6	424	.000
Contact with supervisors	2.287	6	436	.035
Contact supervisor's boss	3.062	6	430	.006
Job variety	4.592	6	407	.000
Union representation	3.848	6	414	.001

Appendix 21

Residual cases for HE need satisfaction and need importance

Q11 Need for trade union representation in the Higher Education sector

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Need for TU membership	Predicted Value	Residual
16	-3.106	1.00	3.5996	-2.5996
221	-3.261	1.00	3.7295	-2.7295
435	-3.184	1.00	3.6645	-2.6645
466	-3.416	1.00	3.8594	-2.8594

a. Dependent Variable: Need for TU membership

n = 447  
Proportion of responses unexplained = 0.9%

Q17 Satisfaction with basic hourly rate of pay

n = 470  
Proportion of responses unexplained = 0%

Q18 Satisfaction with job security

n = 472  
Proportion of responses unexplained = 0%

Q19 Overall job satisfaction

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Overall sat	Predicted Value	Residual
131	-3.651	1.00	3.9415	-2.9415
173	-3.617	1.00	3.9144	-2.9144
186	-3.617	1.00	3.9144	-2.9144
344	-3.516	1.00	3.8331	-2.8331
390	-3.516	1.00	3.8331	-2.8331
402	-3.752	1.00	4.0228	-3.0228
417	-3.651	1.00	3.9415	-2.9415

a. Dependent Variable: Overall sat

n = 473  
Proportion of responses unexplained = 1.48%

**Q22 Chances of promotion**

**$n = 424$**

**Proportion of responses unexplained = 0%**

**Q26 Feel kept informed by managers and supervisors**

**$n = 451$**

**Proportion of responses unexplained = 0%**

**Q30 Relations with immediate manager**

**Casewise Diagnostics<sup>a</sup>**

Case Number	Std. Residual	Management relations	Predicted Value	Residual
181	-3.870	1.00	3.9547	-2.9547
397	-3.981	1.00	4.0391	-3.0391
417	-3.833	1.00	3.9265	-2.9265
437	-3.907	1.00	3.9828	-2.9828
471	-3.981	1.00	4.0391	-3.0391

a. Dependent Variable: Management relations

**$n = 463$**

**Proportion of responses unexplained = 1.08%**

**Q31 Level of trust for service management**

**$n = 463$**

**Proportion of responses unexplained = 0%**

**Q33 Satisfaction that suggestions are listened to**

**$n = 450$**

**Proportion of responses unexplained = 0%**

**Q34 Effectiveness of Institution's problem solving systems**

**$n = 457$**

**Proportion of responses unexplained = 0%**



Q35 Level of control experienced

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Level of control	Predicted Value	Residual
5	-3.332	1.00	3.6452	-2.6452
57	-3.332	1.00	3.6452	-2.6452
108	-3.332	1.00	3.6452	-2.6452
109	-3.332	1.00	3.6452	-2.6452
139	-3.459	1.00	3.7463	-2.7463
181	-3.459	1.00	3.7463	-2.7463
185	-3.459	1.00	3.7463	-2.7463
211	-3.501	1.00	3.7800	-2.7800
246	-3.544	1.00	3.8137	-2.8137
397	-3.586	1.00	3.8474	-2.8474
433	-3.459	1.00	3.7463	-2.7463

a. Dependent Variable: Level of control

**$n = 465$**

**Proportion of responses unexplained = 2.36%**

Q36 Satisfaction with this control

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Sat with control	Predicted Value	Residual
185	-3.557	1.00	3.7918	-2.7918
246	-3.534	1.00	3.7734	-2.7734
274	-3.534	1.00	3.7734	-2.7734
318	-3.534	1.00	3.7734	-2.7734
397	-3.522	1.00	3.7642	-2.7642

a. Dependent Variable: Sat with control

**$n = 457$**

**Proportion of responses unexplained = 1.09%**

**Q37 Feel part of a team?**

**Casewise Diagnostics<sup>a</sup>**

Case Number	Std. Residual	Feel part of team	Predicted Value	Residual
185	-3.620	1.00	4.0063	-3.0063
222	-3.592	1.00	3.9827	-2.9827
225	-3.592	1.00	3.9827	-2.9827
226	-3.592	1.00	3.9827	-2.9827
437	-3.592	1.00	3.9827	-2.9827
439	-3.592	1.00	3.9827	-2.9827
443	-3.592	1.00	3.9827	-2.9827
461	-3.535	1.00	3.9355	-2.9355
463	-3.535	1.00	3.9355	-2.9355
471	-3.535	1.00	3.9355	-2.9355
473	-3.535	1.00	3.9355	-2.9355

a. Dependent Variable: Feel part of team

**$n = 467$**

**Proportion of responses unexplained = 2.35%**

**Q38 Need for good co-worker relations in service delivery**

**Casewise Diagnostics<sup>a</sup>**

Case Number	Std. Residual	Need for good co-worker relations	Predicted Value	Residual
53	-4.141	2.00	4.5509	-2.5509
181	-5.692	1.00	4.5061	-3.5061
437	-4.050	2.00	4.4949	-2.4949
461	-4.014	2.00	4.4725	-2.4725

a. Dependent Variable: Need for good co-worker relations

**$n = 467$**

**Proportion of responses unexplained = 0.85%**

**Q39 Satisfied that play an equal role in the service**

**Casewise Diagnostics<sup>a</sup>**

Case Number	Std. Residual	Equal role	Predicted Value	Residual
214	-4.009	1.00	4.0672	-3.0672
256	-4.002	1.00	4.0617	-3.0617
275	-4.002	1.00	4.0617	-3.0617
276	-4.002	1.00	4.0617	-3.0617
471	-3.995	1.00	4.0563	-3.0563

a. Dependent Variable: Equal role

**$n = 456$**

**Proportion of responses unexplained = 1.09%**

**Q41 Satisfaction with relations with trade union representative**

**$n = 296$**

**Proportion of responses unexplained = 0%**

**Q43 Continue to work if won money**

**$n = 435$**

**Proportion of responses unexplained = 0%**

**Q44 Satisfaction with physical working environment**

**Casewise Diagnostics<sup>a</sup>**

Case Number	Std. Residual	Physical layout	Predicted Value	Residual
109	-3.302	1.00	3.6104	-2.6104
285	-3.350	1.00	3.6484	-2.6484
318	-3.350	1.00	3.6484	-2.6484
412	-3.302	1.00	3.6104	-2.6104
466	-3.359	1.00	3.6560	-2.6560
471	-3.359	1.00	3.6560	-2.6560

a. Dependent Variable: Physical layout

**$n = 465$**

**Proportion of responses unexplained = 1.29%**

**Q14a Importance of a good rate of pay**

**Casewise Diagnostics<sup>a</sup>**

Case Number	Std. Residual	Rate of pay	Predicted Value	Residual
97	-4.046	3.00	4.7879	-1.7879
146	-4.122	3.00	4.8215	-1.8215
152	-6.384	2.00	4.8215	-2.8215
158	-4.122	3.00	4.8215	-1.8215
160	-4.122	3.00	4.8215	-1.8215
195	-4.122	3.00	4.8215	-1.8215
206	-4.147	3.00	4.8328	-1.8328
346	-4.198	3.00	4.8552	-1.8552
370	-4.198	3.00	4.8552	-1.8552
434	-4.122	3.00	4.8215	-1.8215

a. Dependent Variable: Rate of pay

**$n = 466$**

**Proportion of responses unexplained = 2.14%**

### Q14b Importance of good bonus schemes

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Bonus scheme	Predicted Value	Residual
97	-3.291	1.00	4.0905	-3.0905
184	-3.418	1.00	4.2095	-3.2095
257	-3.502	1.00	4.2889	-3.2889
459	-3.545	1.00	4.3286	-3.3286

a. Dependent Variable: Bonus scheme

$n = 284$

Proportion of responses unexplained = 1.41%

### Q14c Importance of good relationships with co-workers

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Co-worker relations	Predicted Value	Residual
51	-3.230	3.00	4.6674	-1.6674
146	-3.327	3.00	4.7176	-1.7176
160	-3.327	3.00	4.7176	-1.7176
170	-3.327	3.00	4.7176	-1.7176
180	-3.327	3.00	4.7176	-1.7176
184	-7.201	1.00	4.7176	-3.7176
313	-3.376	3.00	4.7428	-1.7428
395	-3.400	3.00	4.7553	-1.7553
437	-3.351	3.00	4.7302	-1.7302
461	-3.400	3.00	4.7553	-1.7553

a. Dependent Variable: Co-worker relations

$n = 455$

Proportion of responses unexplained = 2.19%

### Q14d Importance of pride in service

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Pride in service	Predicted Value	Residual
51	-4.028	2.00	4.5451	-2.5451
54	-4.028	2.00	4.5451	-2.5451
348	-4.244	2.00	4.6817	-2.6817
427	-5.703	1.00	4.6036	-3.6036

a. Dependent Variable: Pride in service

$n = 432$

Proportion of responses unexplained = 0.92%

Q14e Importance of opportunities for multiskilling

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Opps for m/s	Predicted Value	Residual
154	-3.051	1.00	3.8796	-2.8796
181	-3.051	1.00	3.8796	-2.8796
388	-3.150	1.00	3.9730	-2.9730
420	-3.018	1.00	3.8484	-2.8484
425	-3.018	1.00	3.8484	-2.8484
463	-3.150	1.00	3.9730	-2.9730
471	-3.150	1.00	3.9730	-2.9730

a. Dependent Variable: Opps for m/s

$n = 366$

Proportion of responses unexplained = 1.91%

Q14f Importance of good training opportunities

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Training opps	Predicted Value	Residual
154	-3.694	1.00	4.2095	-3.2095
181	-3.694	1.00	4.2095	-3.2095
226	-3.746	1.00	4.2545	-3.2545
388	-3.849	1.00	4.3445	-3.3445
408	-3.539	1.00	4.0746	-3.0746

a. Dependent Variable: Training opps

$n = 412$

Proportion of responses unexplained = 1.21%

Q14g Importance of overtime opportunities

$n = 407$

Proportion of responses unexplained = 0%

### Q14h Importance of job security

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Job security	Predicted Value	Residual
18	-3.074	3.00	4.7459	-1.7459
53	-4.709	2.00	4.6744	-2.6744
76	-4.751	2.00	4.6982	-2.6982
123	-3.074	3.00	4.7459	-1.7459
132	-4.835	2.00	4.7459	-2.7459
146	-3.116	3.00	4.7697	-1.7697
160	-3.116	3.00	4.7697	-1.7697
165	-6.637	1.00	4.7697	-3.7697
170	-3.116	3.00	4.7697	-1.7697
182	-3.116	3.00	4.7697	-1.7697
206	-3.158	3.00	4.7935	-1.7935
226	-4.919	2.00	4.7935	-2.7935
359	-5.003	2.00	4.8412	-2.8412
370	-3.242	3.00	4.8412	-1.8412
380	-3.242	3.00	4.8412	-1.8412
417	-3.074	3.00	4.7459	-1.7459
455	-3.242	3.00	4.8412	-1.8412

a. Dependent Variable: Job security

$n = 446$

Proportion of responses unexplained = 3.81%

### Q14i Importance of good management style

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Management style	Predicted Value	Residual
53	-4.507	1.00	4.3595	-3.3595
76	-3.226	2.00	4.4047	-2.4047
108	-3.226	2.00	4.4047	-2.4047
109	-3.226	2.00	4.4047	-2.4047
165	-4.749	1.00	4.5403	-3.5403
181	-4.749	1.00	4.5403	-3.5403
244	-3.529	2.00	4.6307	-2.6307
425	-3.347	2.00	4.4951	-2.4951
437	-4.810	1.00	4.5855	-3.5855

a. Dependent Variable: Management style

$n = 429$

Proportion of responses unexplained = 2.09%

Q14j Importance of a good pension scheme

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Pension scheme	Predicted Value	Residual
20	-3.003	2.00	4.4892	-2.4892
53	-4.158	1.00	4.4461	-3.4461
154	-4.227	1.00	4.5036	-3.5036
222	-4.245	1.00	4.5180	-3.5180
226	-4.245	1.00	4.5180	-3.5180
288	-3.055	2.00	4.5324	-2.5324
297	-4.262	1.00	4.5324	-3.5324
348	-4.279	1.00	4.5468	-3.5468
362	-3.073	2.00	4.5468	-2.5468

a. Dependent Variable: Pension scheme

**n = 414**

**Proportion of responses unexplained = 2.17%**

Q14k Importance of number of days Annual Leave

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Days A/L	Predicted Value	Residual
11	-3.853	2.00	4.5677	-2.5677
20	-3.853	2.00	4.5677	-2.5677
42	-5.581	1.00	4.7192	-3.7192
47	-5.183	1.00	4.4541	-3.4541
53	-3.683	2.00	4.4541	-2.4541
67	-3.740	2.00	4.4920	-2.4920

a. Dependent Variable: Days A/L

**n = 448**

**Proportion of responses unexplained = 1.34%**

Q14l Importance of good promotional prospects

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Good promo prospects	Predicted Value	Residual
131	-3.165	1.00	3.8857	-2.8857
181	-3.229	1.00	3.9439	-2.9439
211	-3.293	1.00	4.0021	-3.0021
388	-3.421	1.00	4.1185	-3.1185
438	-3.293	1.00	4.0021	-3.0021

a. Dependent Variable: Good promo prospects

$n = 392$

Proportion of responses unexplained = 1.27%

Q14m Importance of a friendly atmosphere

Casewise Diagnostics<sup>a</sup>

Case Number	Std. Residual	Friendly atmosphere	Predicted Value	Residual
7	-3.066	3.00	4.7222	-1.7222
54	-6.542	1.00	4.6743	-3.6743
144	-3.095	3.00	4.7382	-1.7382
146	-3.095	3.00	4.7382	-1.7382
157	-4.875	2.00	4.7382	-2.7382
160	-3.095	3.00	4.7382	-1.7382
165	-6.656	1.00	4.7382	-3.7382
170	-3.095	3.00	4.7382	-1.7382
176	-3.095	3.00	4.7382	-1.7382
184	-3.095	3.00	4.7382	-1.7382
256	-3.152	3.00	4.7702	-1.7702
401	-4.761	2.00	4.6743	-2.6743
437	-3.123	3.00	4.7542	-1.7542
474	-3.180	3.00	4.7862	-1.7862

a. Dependent Variable: Friendly atmosphere

$n = 445$

Proportion of responses unexplained = 3.14%



**Q14n Importance of contact with students**

**Casewise Diagnostics<sup>a</sup>**

Case Number	Std. Residual	Contact with students	Predicted Value	Residual
85	-3.188	1.00	3.8886	-2.8886
154	-3.367	1.00	4.0500	-3.0500
161	-3.367	1.00	4.0500	-3.0500
163	-3.367	1.00	4.0500	-3.0500
176	-3.367	1.00	4.0500	-3.0500

a. Dependent Variable: Contact with students

**n = 418**

**Proportion of responses unexplained = 1.19%**

**Q14o Importance of contact with supervisor**

**n = 442**

**Proportion of responses unexplained = 2.71%**

**Casewise Diagnostics<sup>a</sup>**

Case Number	Std. Residual	Contact with supervisors	Predicted Value	Residual
29	-3.074	2.00	4.4287	-2.4287
30	-4.340	1.00	4.4287	-3.4287
109	-3.060	2.00	4.4179	-2.4179
154	-4.346	1.00	4.4341	-3.4341
181	-4.346	1.00	4.4341	-3.4341
188	-3.081	2.00	4.4341	-2.4341
359	-3.101	2.00	4.4503	-2.4503
380	-4.367	1.00	4.4503	-3.4503
437	-4.353	1.00	4.4395	-3.4395
438	-4.353	1.00	4.4395	-3.4395
463	-3.101	2.00	4.4503	-2.4503
474	-3.101	2.00	4.4503	-2.4503

a. Dependent Variable: Contact with supervisors

**Q14p Importance of contact with supervisor's boss**

**Casewise Diagnostics<sup>a</sup>**

Case Number	Std. Residual	Contact supervisor's boss	Predicted Value	Residual
30	-3.442	1.00	4.1784	-3.1784
108	-3.373	1.00	4.1140	-3.1140
109	-3.373	1.00	4.1140	-3.1140
181	-3.477	1.00	4.2107	-3.2107
211	-3.512	1.00	4.2429	-3.2429
350	-3.582	1.00	4.3073	-3.3073
419	-3.442	1.00	4.1784	-3.1784
437	-3.512	1.00	4.2429	-3.2429
438	-3.512	1.00	4.2429	-3.2429
472	-3.582	1.00	4.3073	-3.3073

a. Dependent Variable: Contact supervisor's boss

**$n = 430$**

**Proportion of responses unexplained = 2.30%**

**Q14q Importance of job variety**

**Casewise Diagnostics<sup>a</sup>**

Case Number	Std. Residual	Job variety	Predicted Value	Residual
109	-3.304	1.00	3.8659	-2.8659
158	-3.518	1.00	4.0516	-3.0516
165	-3.518	1.00	4.0516	-3.0516
181	-3.518	1.00	4.0516	-3.0516
222	-3.589	1.00	4.1135	-3.1135

a. Dependent Variable: Job variety

**$n = 408$**

**Proportion of responses unexplained = 1.22%**

**Q14r Importance of union representation**

**$n = 392$**

**Proportion of responses unexplained = 0%**

Appendix 22

Independent groups t test between NHS and HE need satisfaction

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Need for TU membership	Equal variances assumed	9.447	.002	-2.620	1509	.009	-.1548	5.907E-02	-.2706	-3.89E-02	
	Equal variances not assumed			-2.768	999.211	.006	-.1548	5.591E-02	-.2645	-4.51E-02	
Sat with pay	Equal variances assumed	.779	.377	-7.114	1514	.000	-.4523	6.357E-02	-.5770	-.3276	
	Equal variances not assumed			-7.080	881.559	.000	-.4523	6.388E-02	-.5776	-.3269	
Job security	Equal variances assumed	.630	.428	-6.868	1504	.000	-.3789	5.516E-02	-.4871	-.2707	
	Equal variances not assumed			-6.950	939.213	.000	-.3789	5.451E-02	-.4858	-.2719	
Overall sat	Equal variances assumed	.798	.372	-.513	1512	.608	-2.510E-02	4.888E-02	-.1210	7.078E-02	
	Equal variances not assumed			-.526	970.122	.599	-2.510E-02	4.768E-02	-.1187	6.848E-02	
Promo prospects	Equal variances assumed	3.243	.072	-.946	1457	.344	-.5343E-02	5.646E-02	-.1642	5.731E-02	
	Equal variances not assumed			-.925	787.872	.355	-.5343E-02	5.779E-02	-.1669	6.000E-02	
Kept informed	Equal variances assumed	.614	.434	-1.588	1461	.112	-.9464E-02	5.959E-02	-.2115	2.225E-02	
	Equal variances not assumed			-1.570	857.963	.117	-.9464E-02	6.028E-02	-.2129	2.367E-02	
Management relations	Equal variances assumed	.299	.584	-.364	1484	.716	-1.758E-02	4.831E-02	-.1123	7.717E-02	
	Equal variances not assumed			-.358	880.691	.720	-1.758E-02	4.911E-02	-.1140	7.881E-02	
Trust of management	Equal variances assumed	1.113	.292	-2.325	1476	.020	-.1505	6.471E-02	-.2774	-.235E-02	
	Equal variances not assumed			-2.370	931.343	.018	-.1505	6.349E-02	-.2750	-.259E-02	
Suggestion schemes	Equal variances assumed	.160	.690	.020	1461	.984	1.036E-03	5.284E-02	-.1026	.1047	
	Equal variances not assumed			.020	855.875	.984	1.036E-03	5.305E-02	-.1031	.1052	

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Problem solving systems										
Equal variances assumed	3.875	.049	-2.475	1453	.013	-.1377	5.564E-02	-.2469	-2.86E-02	
Equal variances not assumed			-2.443	856.668	.015	-.1377	5.638E-02	-.2484	-2.71E-02	
Level of control										
Equal variances assumed	1.117	.291	-1.179	1464	.239	-5.420E-02	4.597E-02	-.1444	3.698E-02	
Equal variances not assumed			-1.155	858.475	.248	-5.420E-02	4.691E-02	-.1463	3.787E-02	
Sat with control										
Equal variances assumed	38.204	.000	-2.369	1459	.018	-.1822	7.688E-02	-.3330	-3.13E-02	
Equal variances not assumed			-2.490	1010.110	.013	-.1822	7.315E-02	-.3257	-3.86E-02	
Feel part of team										
Equal variances assumed	.306	.580	-.577	1492	.564	-2.923E-02	5.067E-02	-.1286	7.017E-02	
Equal variances not assumed			-.577	898.676	.564	-2.923E-02	5.067E-02	-.1287	7.021E-02	
Need for good co-worker relations										
Equal variances assumed	1.179	.278	1.373	1494	.170	4.478E-02	3.262E-02	-1.92E-02	.1088	
Equal variances not assumed			1.357	878.701	.175	4.478E-02	3.301E-02	-2.00E-02	.1096	
Equal role										
Equal variances assumed	.002	.964	-.085	1485	.933	-3.811E-03	4.509E-02	-9.23E-02	8.463E-02	
Equal variances not assumed			-.085	902.787	.932	-3.811E-03	4.492E-02	-9.20E-02	8.435E-02	
TU rep relations										
Equal variances assumed	.023	.880	-2.033	924	.042	-.1490	7.331E-02	-.2929	-5.14E-03	
Equal variances not assumed			-2.049	686.101	.041	-.1490	7.272E-02	-.2918	-5.24E-03	
Won money										
Equal variances assumed	1.263	.261	-.025	1454	.980	-1.727E-03	6.779E-02	-.1347	.1312	
Equal variances not assumed			-.025	822.853	.980	-1.727E-03	6.860E-02	-.1364	.1329	
Working environment										
Equal variances assumed	.596	.440	-.314	1492	.753	-1.551E-02	4.936E-02	-.1123	8.130E-02	
Equal variances not assumed			-.319	941.765	.750	-1.551E-02	4.862E-02	-.1109	7.990E-02	

## Independent groups t test between NHS and HE need importance

### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Rate of pay	21.150	.000	-2.510	1493	.012	-6.968E-02	2.776E-02	-.1241	-1.52E-02
			-2.659	1017.664	.008	-6.968E-02	2.620E-02	-.1211	-1.83E-02
Bonus scheme	198.223	.000	7.952	1165	.000	.6276	7.893E-02	.4728	.7825
			6.287	428.771	.000	.6276	9.983E-02	.4314	.8239
Co-worker relations	26.547	.000	-2.883	1486	.004	-8.749E-02	3.035E-02	-.1470	-2.80E-02
			-3.074	1026.168	.002	-8.749E-02	2.846E-02	-.1433	-3.16E-02
Pride in service	4.645	.031	-1.494	1450	.135	-5.338E-02	3.572E-02	-.1235	1.669E-02
			-1.530	902.920	.126	-5.338E-02	3.488E-02	-.1218	1.507E-02
Opps for m/s	4.483	.034	.504	1280	.614	3.205E-02	6.354E-02	-.926E-02	.1567
			.475	657.083	.635	3.205E-02	6.743E-02	-.1004	.1645
Training opps	.068	.794	-.890	1359	.373	-4.951E-02	5.561E-02	-.1586	5.959E-02
			-.871	761.823	.384	-4.951E-02	5.686E-02	-.1611	6.211E-02
Overtime opps	1.212	.271	-.682	1357	.495	-4.662E-02	6.833E-02	-.1807	8.741E-02
			-.665	752.662	.506	-4.662E-02	7.014E-02	-.1843	9.108E-02
Job security	7.301	.007	-1.483	1452	.138	-3.878E-02	2.616E-02	-.901E-02	1.253E-02
			-1.513	893.805	.131	-3.878E-02	2.564E-02	-.891E-02	1.154E-02
Management style	5.075	.024	-1.885	1402	.060	-7.979E-02	4.233E-02	-.1628	3.238E-03
			-1.966	922.260	.050	-7.979E-02	4.059E-02	-.1595	-1.31E-04

## Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference			Lower	Upper
Pension scheme	Equal variances assumed	4.454	.035	-.101	1334	.919	-5.551E-03	5.480E-02			-.1131	.1020
	Equal variances not assumed			-.092	651.322	.927	-5.551E-03	6.031E-02			-.1240	.1129
Days A/L	Equal variances assumed	18.759	.000	-2.757	1448	.006	-9.789E-02	3.551E-02			-.1675	-2.82E-02
	Equal variances not assumed			-2.876	960.488	.004	-9.789E-02	3.403E-02			-.1647	-3.11E-02
Good promo prospects	Equal variances assumed	2.471	.116	.125	1281	.900	7.721E-03	6.157E-02			-.1131	.1285
	Equal variances not assumed			.119	689.635	.905	7.721E-03	6.498E-02			-.1199	.1353
Friendly atmosphere	Equal variances assumed	23.354	.000	-2.503	1455	.012	-7.267E-02	2.903E-02			-.1296	-1.57E-02
	Equal variances not assumed			-2.624	964.859	.009	-7.267E-02	2.770E-02			-.1270	-1.83E-02
Contact with customers	Equal variances assumed	1.674	.196	1.595	1356	.111	8.669E-02	5.435E-02			-1.99E-02	.1933
	Equal variances not assumed			1.602	822.965	.110	8.669E-02	5.413E-02			-1.95E-02	.1929
Contact with supervisors	Equal variances assumed	1.998	.158	-1.938	1418	.053	-9.002E-02	4.645E-02			-.1811	1.092E-03
	Equal variances not assumed			-1.981	878.557	.048	-9.002E-02	4.543E-02			-.1792	-8.48E-04
Contact supervisor's boss	Equal variances assumed	1.924	.166	.634	1390	.526	3.406E-02	5.375E-02			-7.14E-02	.1395
	Equal variances not assumed			.607	735.948	.544	3.406E-02	5.609E-02			-7.61E-02	.1442
Job variety	Equal variances assumed	.088	.767	.739	1363	.460	3.746E-02	5.072E-02			-6.20E-02	.1370
	Equal variances not assumed			.719	736.333	.473	3.746E-02	5.213E-02			-6.49E-02	.1398
Union rep	Equal variances assumed	1.618	.204	-1.160	1313	.246	-7.779E-02	6.704E-02			-.2093	5.372E-02
	Equal variances not assumed			-1.108	714.179	.268	-7.779E-02	7.022E-02			-.2156	6.006E-02

## Appendix 23

### ANOVA for independent groups between catering, domestic and portering staff's need satisfaction

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
TU rep imp					.000
Between Groups	11.062	2	5.531	9.130	
Within Groups	874.141	1443	.606		
Total	885.203	1445			
Sat with pay					.000
Between Groups	169.182	2	84.591	70.423	
Within Groups	1793.373	1493	1.201		
Total	1962.555	1495			
Job security					.000
Between Groups	31.789	2	15.895	17.510	
Within Groups	1348.876	1486	.908		
Total	1380.665	1488			
Overall sat					.000
Between Groups	24.859	2	12.430	18.409	
Within Groups	1008.720	1494	.675		
Total	1033.579	1496			
Promo prospects					.004
Between Groups	11.218	2	5.609	5.560	
Within Groups	1434.603	1422	1.009		
Total	1445.820	1424			
Kept informed					.000
Between Groups	74.295	2	37.148	35.107	
Within Groups	1521.582	1438	1.058		
Total	1595.878	1440			
Management relations					.177
Between Groups	2.446	2	1.223	1.731	
Within Groups	1035.261	1465	.707		
Total	1037.708	1467			
Trust of management					.000
Between Groups	62.564	2	31.282	25.792	
Within Groups	1767.120	1457	1.213		
Total	1829.684	1459			
Suggestion schemes					.001
Between Groups	11.930	2	5.965	7.085	
Within Groups	1209.764	1437	.842		
Total	1221.694	1439			

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Problem solving systems					
Between Groups	53.747	2	26.874	28.861	.000
Within Groups	1332.449	1431	.931		
Total	1386.196	1433			
Controlled?					
Between Groups	3.149	2	1.575	2.347	.096
Within Groups	972.173	1449	.671		
Total	975.322	1451			
Sat with control					
Between Groups	36.199	2	18.100	10.848	.000
Within Groups	2399.312	1438	1.669		
Total	2435.511	1440			
Feel part of team					
Between Groups	2.468	2	1.234	1.589	.205
Within Groups	1141.599	1470	.777		
Total	1144.067	1472			
Good relations imp					
Between Groups	6.154	2	3.077	8.700	.000
Within Groups	521.300	1474	.354		
Total	527.454	1476			
Equal role					
Between Groups	2.808	2	1.404	2.216	.109
Within Groups	922.512	1456	.634		
Total	925.320	1458			
TU rep relations					
Between Groups	.750	2	.375	.360	.698
Within Groups	908.569	872	1.042		
Total	909.319	874			
Won money					
Between Groups	15.015	2	7.507	5.187	.006
Within Groups	2066.651	1428	1.447		
Total	2081.666	1430			
Physical layout					
Between Groups	20.326	2	10.163	13.610	.000
Within Groups	1096.199	1468	.747		
Total	1116.525	1470			



ANOVA for independent groups between catering, domestic and portering staff's need importance

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Rate of pay		2	.216	.948	.388
Between Groups	.432				
Within Groups	335.122	1469	.228		
Total	335.554	1471			
Bonus scheme		2	45.161	21.320	.000
Between Groups	90.323				
Within Groups	2338.604	1104	2.118		
Total	2428.927	1106			
Co-worker relations		2	.845	3.065	.047
Between Groups	1.690				
Within Groups	401.186	1455	.276		
Total	402.876	1457			
Pride in service		2	6.774	17.827	.000
Between Groups	13.549				
Within Groups	533.894	1405	.380		
Total	547.442	1407			
Opps for m/s		2	3.072	2.537	.080
Between Groups	6.144				
Within Groups	1404.568	1160	1.211		
Total	1410.712	1162			
Training opps		2	3.440	3.526	.030
Between Groups	6.880				
Within Groups	1239.099	1270	.976		
Total	1245.980	1272			
Overtime opps		2	1.488	.976	.377
Between Groups	2.975				
Within Groups	1840.156	1208	1.523		
Total	1843.131	1210			
Job security		2	4.470E-02	.194	.824
Between Groups	8.939E-02				
Within Groups	327.770	1420	.231		
Total	327.859	1422			
Management style		2	5.716	11.344	.000
Between Groups	11.432				
Within Groups	678.776	1347	.504		
Total	690.208	1349			

**ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Pension scheme				8.765	.000
Between Groups	16.202	2	8.101		
Within Groups	1147.918	1242	.924		
Total	1164.120	1244			
Days A/L				14.091	.000
Between Groups	11.232	2	5.616		
Within Groups	560.732	1407	.399		
Total	571.964	1409			
Good promo prospects				.347	.707
Between Groups	.818	2	.409		
Within Groups	1342.431	1137	1.181		
Total	1343.249	1139			
Friendly atmosphere				22.634	.000
Between Groups	11.427	2	5.713		
Within Groups	358.444	1420	.252		
Total	369.871	1422			
Contact with customers				21.127	.000
Between Groups	42.350	2	21.175		
Within Groups	1246.843	1244	1.002		
Total	1289.193	1246			
Contact with supervisors				28.307	.000
Between Groups	34.104	2	17.052		
Within Groups	823.488	1367	.602		
Total	857.592	1369			
Contact supervisor's boss				9.513	.000
Between Groups	17.057	2	8.528		
Within Groups	1185.211	1322	.897		
Total	1202.267	1324			
Job variety				4.656	.010
Between Groups	7.153	2	3.577		
Within Groups	951.045	1238	.768		
Total	958.198	1240			
Union rep				.014	.986
Between Groups	4.448E-02	2	2.224E-02		
Within Groups	1809.621	1176	1.539		
Total	1809.666	1178			

## Appendix 24

### Independent groups t test between male and female need satisfaction

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
TU rep imp	28.928	.000	4.597	1431	.000	.2120	4.613E-02	.1215	.3025
			4.105	568.172	.000	.2120	5.165E-02	.1106	.3135
Sat with pay	2.436	.119	-11.684	1479	.000	-.7564	6.474E-02	-.8834	-.6294
			-11.519	670.521	.000	-.7564	6.567E-02	-.8854	-.6275
Job security	2.080	.149	-5.967	1473	.000	-.3357	5.625E-02	-.4460	-.2253
			-5.528	604.427	.000	-.3357	6.072E-02	-.4549	-.2164
Overall sat	37.636	.000	-4.921	1480	.000	-.2388	4.853E-02	-.3340	-.1436
			-4.508	596.963	.000	-.2388	5.298E-02	-.3429	-.1348
Promo prospects	1.224	.269	.326	1411	.744	1.971E-02	6.039E-02	-.988E-02	.1382
			.333	705.858	.739	1.971E-02	5.918E-02	-.965E-02	.1359
Kept informed	.121	.728	-2.256	1425	.024	-.1415	6.271E-02	-.2645	-.185E-02
			-2.226	665.629	.026	-.1415	6.356E-02	-.2663	-.167E-02
Management relations	9.862	.002	-1.008	1452	.314	-5.053E-02	5.014E-02	-.1489	4.783E-02
			-.933	594.495	.351	-5.053E-02	5.415E-02	-.1569	5.582E-02
Trust of management	6.803	.009	-4.374	1443	.000	-.2896	6.620E-02	-.4194	-.1597
			-4.112	614.893	.000	-.2896	7.042E-02	-.4279	-.1513
Suggestion schemes	3.023	.082	-1.949	1423	.052	-.1071	5.495E-02	-.2149	7.125E-04
			-1.857	628.254	.064	-.1071	5.766E-02	-.2203	6.140E-03

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Problem solving systems	3.144	.076	-4.596	1419	.000	-.2681	5.832E-02	-.3825	-.1537
Equal variances assumed									
Equal variances not assumed			-4.609	696.459	.000	-.2681	5.816E-02	-.3823	-.1539
Controlled?	2.552	.110	-.748	1436	.455	-3.655E-02	4.889E-02	-.1325	5.935E-02
Equal variances assumed									
Equal variances not assumed			-.721	635.845	.471	-3.655E-02	5.073E-02	-.1362	6.306E-02
Sat with control	.847	.357	-1.061	1426	.289	-8.232E-02	7.758E-02	-.2345	6.987E-02
Equal variances assumed									
Equal variances not assumed			-1.054	669.228	.292	-8.232E-02	7.807E-02	-.2356	7.097E-02
Feel part of team	11.539	.001	-.341	1456	.733	-1.788E-02	5.244E-02	-.1207	8.499E-02
Equal variances assumed									
Equal variances not assumed			-.317	602.979	.752	-1.788E-02	5.647E-02	-.1288	9.302E-02
Good relations imp	.032	.857	1.232	1461	.218	4.329E-02	3.515E-02	-2.56E-02	.1122
Equal variances assumed									
Equal variances not assumed			1.195	642.663	.233	4.329E-02	3.624E-02	-2.79E-02	.1145
Equal role	1.450	.229	1.270	1443	.204	6.003E-02	4.727E-02	-3.27E-02	.1528
Equal variances assumed									
Equal variances not assumed			1.268	687.104	.205	6.003E-02	4.735E-02	-3.29E-02	.1530
TU rep relations	13.402	.000	-.403	863	.687	-3.042E-02	7.540E-02	-.1784	.1176
Equal variances assumed									
Equal variances not assumed			-.379	441.647	.705	-3.042E-02	8.028E-02	-.1882	.1274
Won money	4.742	.030	-1.384	1416	.166	-.1005	7.260E-02	-.2429	4.191E-02
Equal variances assumed									
Equal variances not assumed			-1.351	637.235	.177	-.1005	7.437E-02	-.2466	4.553E-02
Physical layout	10.324	.001	-3.529	1455	.000	-.1818	5.151E-02	-.2828	-8.07E-02
Equal variances assumed									
Equal variances not assumed			-3.351	625.683	.001	-.1818	5.424E-02	-.2883	-7.53E-02

Independent groups t test between male and female need importance

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Rate of pay	.251	.617	-.085	1456	.932	-2.391E-03	2.802E-02	-5.74E-02	5.258E-02	
			-.081	628.092	.936	-2.391E-03	2.956E-02	-6.04E-02	5.566E-02	
Bonus scheme	38.934	.000	4.526	1096	.000	.4352	9.615E-02	.2465	.6238	
			5.328	945.353	.000	.4352	8.168E-02	.2749	.5954	
Co-worker relations	47.862	.000	-3.972	1442	.000	-.1235	3.110E-02	-.1845	-6.25E-02	
			-3.540	563.589	.000	-.1235	3.490E-02	-.1921	-5.50E-02	
Pride in service	70.054	.000	-5.783	1394	.000	-.2156	3.727E-02	-.2887	-.1424	
			-5.065	536.064	.000	-.2156	4.256E-02	-.2992	-.1319	
Opps for m/s	9.154	.003	-1.366	1152	.172	-.9704E-02	7.103E-02	-.2364	4.232E-02	
			-1.350	621.127	.178	-.9704E-02	7.190E-02	-.2382	4.416E-02	
Training opps	.206	.650	-2.142	1261	.032	-.1312	6.122E-02	-.2513	-1.10E-02	
			-2.144	673.113	.032	-.1312	6.117E-02	-.2513	-1.10E-02	
Overtime opps	1.974	.160	.715	1202	.475	5.568E-02	7.787E-02	-9.71E-02	.2085	
			.734	715.864	.463	5.568E-02	7.591E-02	-9.33E-02	.2047	
Job security	3.581	.059	-.783	1410	.434	-2.237E-02	2.858E-02	-7.84E-02	3.368E-02	
			-.719	576.490	.472	-2.237E-02	3.110E-02	-8.35E-02	3.871E-02	
Management style	14.129	.000	-2.905	1336	.004	-.1264	4.350E-02	-.2117	-4.10E-02	
			-2.708	571.036	.007	-.1264	4.666E-02	-.2180	-3.47E-02	

Independent Samples Test

	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	t-test for Equality of Means				95% Confidence Interval of the Difference	
	F	Sig.				Mean Difference	Std. Error Difference	Lower	Upper	Lower	Upper
Pension scheme	11.840	.001	2.773	1233	.006	.1669	6.018E-02	4.880E-02	.2849	4.880E-02	.2849
			3.011	817.505	.003	.1669	5.541E-02	5.809E-02	.2756	5.809E-02	.2756
Days AL	30.710	.000	-4.501	1394	.000	-.1717	3.815E-02	-.2465	-.9.69E-02	-.2465	-.9.69E-02
			-4.258	598.386	.000	-.1717	4.032E-02	-.2509	-.8.25E-02	-.2509	-.8.25E-02
Good promo prospects	.669	.413	-.268	1131	.789	-1.876E-02	6.998E-02	-.1561	.1186	-.1561	.1186
			-.276	705.706	.783	-1.876E-02	6.801E-02	-.1523	.1148	-.1523	.1148
Friendly atmosphere	82.906	.000	-5.896	1408	.000	-.1791	3.038E-02	-.2387	-.1195	-.2387	-.1195
			-5.369	564.770	.000	-.1791	3.337E-02	-.2447	-.1136	-.2447	-.1136
Contact with customers	.848	.357	-.065	1236	.949	-4.135E-03	6.408E-02	-.1299	.1216	-.1299	.1216
			-.068	735.308	.946	-4.135E-03	6.063E-02	-.1232	.1149	-.1232	.1149
Contact with supervisors	12.731	.000	-7.069	1355	.000	-.3368	4.764E-02	-.4302	-.2433	-.4302	-.2433
			-6.503	562.429	.000	-.3368	5.179E-02	-.4385	-.2351	-.4385	-.2351
Contact supervisor's boss	.000	.994	-3.503	1313	.000	-.2055	5.865E-02	-.3205	-.9.04E-02	-.3205	-.9.04E-02
			-3.475	641.344	.001	-.2055	5.913E-02	-.3216	-.8.94E-02	-.3216	-.8.94E-02
Job variety	.713	.399	-.826	1229	.409	-4.560E-02	5.524E-02	-.1540	6.277E-02	-.1540	6.277E-02
			-.833	671.242	.405	-4.560E-02	5.474E-02	-.1531	6.189E-02	-.1531	6.189E-02
Union rep	.699	.403	-.001	1168	.999	-1.187E-04	7.930E-02	-.1557	.1555	-.1557	.1555
			-.002	733.391	.999	-1.187E-04	7.562E-02	-.1486	.1483	-.1486	.1483

## Appendix 25

Pearson's  $r$  correlation for staffs' overall satisfaction (question 19) according to employing organisation

	A19	B19	C19	D19	E19	F19	G19	H19	I19	J19
A19	Pearson Correlation Sig. (2-tailed) N	1.000 .531 31	.023 .903 31	-.128 .491 31	-.025 .895 30	-.196 .299 30	.508** .009 25	-.087 .643 31	.133 .475 31	-.111 .561 30
B19	Pearson Correlation Sig. (2-tailed) N	1.000 .531 30	.242 .137 39	-.050 .752 42	-.007 .958 54	.009 .940 75	-.418* .034 26	-.055 .651 71	-.118 .461 41	-.039 .770 60
C19	Pearson Correlation Sig. (2-tailed) N	.023 .903 31	1.000 .424 40	-.205 .211 39	.207 .206 39	.163 .323 39	.184 .359 27	-.102 .531 40	.233 .147 40	.132 .424 39
D19	Pearson Correlation Sig. (2-tailed) N	-.128 .491 31	-.205 .211 39	1.000 .433 42	.089 .576 42	-.035 .826 42	-.058 .775 27	-.123 .433 43	-.028 .863 41	.142 .369 42
E19	Pearson Correlation Sig. (2-tailed) N	-.025 .895 30	.207 .903 39	.089 .576 42	1.000 .555 55	-.093 .506 54	-.125 .542 26	-.147 .285 55	-.022 .894 41	-.171 .217 54
F19	Pearson Correlation Sig. (2-tailed) N	-.196 .299 30	.163 .323 39	-.035 .826 42	-.093 .506 54	1.000 .382 77	.179 .382 26	.252* .033 72	.081 .617 41	.038 .776 60
G19	Pearson Correlation Sig. (2-tailed) N	.508** .009 25	-.418* .034 26	.184 .359 27	-.125 .542 26	.179 .382 26	1.000 .158 1.000	.158 .431 73	-.069 .732 27	-.178 .383 26
H19	Pearson Correlation Sig. (2-tailed) N	-.087 .643 31	-.102 .531 40	-.123 .433 43	-.147 .285 55	.252* .033 72	.158 .431 27	1.000 .073 42	-.279 .073 42	-.171 .186 61
I19	Pearson Correlation Sig. (2-tailed) N	.133 .475 31	.233 .147 40	-.028 .863 41	-.022 .894 41	.081 .617 41	-.069 .732 27	-.279 .073 42	1.000 .497 41	.109 .497 41
J19	Pearson Correlation Sig. (2-tailed) N	-.111 .561 30	.132 .424 39	.142 .369 42	-.171 .217 54	.038 .776 60	-.178 .383 26	-.171 .186 61	.109 .497 41	1.000 .61 61
K19	Pearson Correlation Sig. (2-tailed) N	.207 .272 30	.065 .693 39	.004 .982 42	.240 .081 54	-.037 .758 71	.173 .387 27	-.011 .929 72	-.033 .836 41	-.117 .374 60



	A19	B19	C19	D19	E19	F19	G19	H19	I19	J19
L19										
Pearson Correlation	-.258	-.206	-.306	.109	.119	.018	-.100	.189	-.078	.016
Sig. (2-tailed)	.169	.243	.074	.534	.503	.919	.628	.277	.657	.927
N	30	34	35	35	34	34	26	35	35	34
M19										
Pearson Correlation	.342	.264	-.496	-.183	-.103	-.033	.055	.216	-.084	-.175
Sig. (2-tailed)	.232	.323	.051	.497	.715	.908	.839	.421	.756	.532
N	14	16	16	16	15	15	16	16	16	15
N19										
Pearson Correlation	.034	-.106	.006	.106	.020	.058	-.130	.104	.225	.146
Sig. (2-tailed)	.856	.387	.973	.503	.883	.633	.526	.387	.158	.265
N	31	69	39	42	54	70	26	71	41	60
O19										
Pearson Correlation	-.081	-.247	-.130	.257	-.047	.105	-.211	-.005	-.217	.009
Sig. (2-tailed)	.669	.147	.445	.131	.785	.543	.300	.977	.197	.960
N	30	36	37	36	36	36	26	37	37	36
P19										
Pearson Correlation	-.149	-.075	-.092	.383*	.119	-.252*	-.243	-.258*	-.003	.219
Sig. (2-tailed)	.423	.540	.573	.011	.387	.035	.222	.030	.985	.090
N	31	69	40	43	55	70	27	71	42	61
Q19										
Pearson Correlation	-.210	.124	.027	.123	.173	-.032	-.358	.021	.121	-.245
Sig. (2-tailed)	.292	.529	.888	.524	.379	.870	.067	.912	.531	.208
N	27	28	29	29	28	28	27	29	29	28
R19										
Pearson Correlation	.045	-.117	-.051	.032	.003	.049	.082	.136	-.042	-.015
Sig. (2-tailed)	.809	.398	.753	.838	.985	.723	.685	.320	.790	.916
N	31	54	40	43	53	54	27	55	42	54
S19										
Pearson Correlation	-.023	-.139	.002	.129	-.034	.202	.068	-.065	.119	.062
Sig. (2-tailed)	.901	.264	.990	.410	.805	.104	.737	.599	.454	.636
N	31	66	40	43	55	66	27	67	42	61
T19										
Pearson Correlation	-.172	.253	.083	-.186	-.149	.400*	-.055	.105	.065	-.046
Sig. (2-tailed)	.423	.223	.686	.362	.478	.047	.789	.611	.754	.825
N	24	25	26	26	25	25	26	26	26	25
AA19										
Pearson Correlation	.091	-.267	.000	-.229	-.190	.253	.000	.169	.000	.384
Sig. (2-tailed)	.703	.242	1.000	.306	.409	.268	1.000	.452	1.000	.086
N	20	21	22	22	21	21	22	22	22	21
BB19										
Pearson Correlation	.261	.003	.164	-.213	-.228	-.163	-.141	-.079	.096	-.118
Sig. (2-tailed)	.156	.981	.313	.169	.094	.165	.482	.505	.543	.367
N	31	73	40	43	55	74	27	73	42	61

		A19	B19	C19	D19	E19	F19	G19	H19	I19	J19
CC19	Pearson Correlation	.116	-.032	-.192	-.162	-.011	.140	-.224	.241	.100	.116
	Sig. (2-tailed)	.535	.824	.234	.301	.942	.327	.260	.085	.527	.419
	N	31	51	40	43	50	51	27	52	42	51
DD19	Pearson Correlation	-.350	-.121	.161	.087	-.027	-.124	-.103	.047	-.100	.250
	Sig. (2-tailed)	.053	.305	.322	.578	.844	.289	.610	.696	.529	.052
	N	31	74	40	43	55	75	27	71	42	61
EE19	Pearson Correlation	.014	-.049	-.091	.239	.135	.040	.244	-.127	.017	.056
	Sig. (2-tailed)	.942	.794	.619	.188	.469	.831	.221	.490	.926	.766
	N	30	31	32	32	31	31	27	32	32	31
FF19	Pearson Correlation	-.090	.035	-.044	.157	-.077	-.094	-.234	.151	-.073	-.143
	Sig. (2-tailed)	.631	.717	.789	.315	.574	.414	.241	.201	.647	.272
	N	31	110	40	43	55	77	27	73	42	61
GG19	Pearson Correlation	.343	.130	.119	.116	-.023	-.059	-.005	-.131	.059	-.023
	Sig. (2-tailed)	.059	.192	.466	.461	.869	.612	.979	.269	.709	.859
	N	31	102	40	43	55	77	27	73	42	61

		K19	L19	M19	N19	O19	P19	Q19	R19	S19	T19
A19	Pearson Correlation	.207	-.258	.342	.034	-.081	-.149	-.210	.045	-.023	-.172
	Sig. (2-tailed)	.272	.169	.232	.856	.669	.423	.292	.809	.901	.423
	N	30	30	14	31	30	31	27	31	31	24
B19	Pearson Correlation	-.087	-.206	.264	-.106	-.247	-.075	.124	-.117	-.139	.253
	Sig. (2-tailed)	.472	.243	.323	.387	.147	.540	.529	.398	.264	.223
	N	70	34	16	69	36	69	28	54	66	25
C19	Pearson Correlation	.065	-.306	-.496	.006	-.130	-.092	.027	-.051	.002	.083
	Sig. (2-tailed)	.693	.074	.051	.973	.445	.573	.888	.753	.990	.686
	N	39	35	16	39	37	40	29	40	40	26
D19	Pearson Correlation	.004	.109	-.183	.106	.257	.383*	.123	.032	.129	-.186
	Sig. (2-tailed)	.982	.534	.497	.503	.131	.011	.524	.838	.410	.362
	N	42	35	16	42	36	43	29	43	43	26
E19	Pearson Correlation	.240	.119	-.103	.020	-.047	.119	.173	.003	-.034	-.149
	Sig. (2-tailed)	.081	.503	.715	.883	.785	.387	.379	.985	.805	.478
	N	54	34	15	54	36	55	28	53	55	25
F19	Pearson Correlation	-.037	.018	-.033	.058	.105	-.252*	-.032	.049	.202	.400*
	Sig. (2-tailed)	.758	.919	.908	.633	.543	.035	.870	.723	.104	.047
	N	71	34	15	70	36	70	28	54	66	25
G19	Pearson Correlation	.173	-.100	.055	-.130	-.211	-.243	-.358	.082	.068	-.055
	Sig. (2-tailed)	.387	.628	.839	.526	.300	.222	.067	.685	.737	.789
	N	27	26	16	26	26	27	27	27	27	26
H19	Pearson Correlation	-.011	.189	.216	.104	-.005	-.258*	.021	.136	-.065	.105
	Sig. (2-tailed)	.929	.277	.421	.387	.977	.030	.912	.320	.599	.611
	N	72	35	16	71	37	71	29	55	67	26
I19	Pearson Correlation	-.033	-.078	-.084	.225	-.217	-.003	.121	-.042	.119	.065
	Sig. (2-tailed)	.836	.657	.756	.158	.197	.985	.531	.790	.454	.754
	N	41	35	16	41	37	42	29	42	42	26
J19	Pearson Correlation	-.117	.016	-.175	.146	.009	.219	-.245	-.015	.062	-.046
	Sig. (2-tailed)	.374	.927	.532	.265	.960	.090	.208	.916	.636	.825
	N	60	34	15	60	36	61	28	54	61	25
K19	Pearson Correlation	1.000	-.029	-.489	.119	.000	-.050	.254	.094	-.036	.054
	Sig. (2-tailed)	.	.872	.054	.325	1.000	.680	.183	.500	.775	.793
	N	72	34	16	70	36	70	29	54	66	26

	K19	L19	M19	N19	O19	P19	Q19	R19	S19	T19
L19										
Pearson Correlation	-.029	1.000	.072	.102	-.107	.148	.157	.108	.179	-.092
Sig. (2-tailed)	.872	.	.792	.566	.547	.396	.424	.535	.305	.663
N	34	35	16	34	34	35	28	35	35	25
M19										
Pearson Correlation	-.489	.072	1.000	-.044	.347	-.476	-.393	-.395	.077	.206
Sig. (2-tailed)	.054	.792	.	.877	.205	.063	.132	.130	.776	.462
N	16	16	16	15	15	16	16	16	16	15
N19										
Pearson Correlation	.119	.102	-.044	1.000	-.105	.063	-.035	.007	.064	.095
Sig. (2-tailed)	.325	.566	.877	.	.542	.609	.861	.958	.612	.652
N	70	34	15	71	36	69	28	54	66	25
O19										
Pearson Correlation	.000	-.107	.347	-.105	1.000	.093	-.244	-.143	-.176	-.329
Sig. (2-tailed)	1.000	.547	.205	.542	.	.582	.210	.398	.298	.108
N	36	34	15	36	37	37	28	37	37	25
P19										
Pearson Correlation	-.050	.148	-.476	.063	.093	1.000	-.213	.039	-.064	-.483*
Sig. (2-tailed)	.680	.396	.063	.609	.582	.	.268	.776	.605	.012
N	70	35	16	69	37	71	29	55	67	26
Q19										
Pearson Correlation	.254	.157	-.393	-.035	-.244	-.213	1.000	-.154	.016	.188
Sig. (2-tailed)	.183	.424	.132	.861	.210	.268	.	.425	.935	.359
N	29	28	16	28	28	29	29	29	29	26
R19										
Pearson Correlation	.094	.108	-.395	.007	-.143	.039	-.154	1.000	.041	.047
Sig. (2-tailed)	.500	.535	.130	.958	.398	.776	.425	.	.766	.821
N	54	35	16	54	37	55	29	55	55	26
S19										
Pearson Correlation	-.036	.179	.077	.064	-.176	-.064	.016	.041	1.000	.158
Sig. (2-tailed)	.775	.305	.776	.612	.298	.605	.935	.766	.	.440
N	66	35	16	66	37	67	29	55	67	26
T19										
Pearson Correlation	.054	-.092	.206	.095	-.329	-.483*	.188	.047	.158	1.000
Sig. (2-tailed)	.793	.663	.462	.652	.108	.012	.359	.821	.440	.
N	26	25	15	25	25	26	26	26	26	26
AA19										
Pearson Correlation	-.096	-.040	-.304	-.210	.066	-.055	-.062	.000	-.240	-.059
Sig. (2-tailed)	.672	.859	.253	.360	.778	.809	.784	1.000	.281	.798
N	22	22	16	21	21	22	22	22	22	21
BB19										
Pearson Correlation	-.084	-.129	.583*	-.212	.085	.071	-.208	-.223	.110	-.090
Sig. (2-tailed)	.483	.460	.018	.076	.618	.558	.278	.101	.376	.663
N	72	35	16	71	37	71	29	55	67	26

		K19	L19	M19	N19	O19	P19	Q19	R19	S19	T19
CC19	Pearson Correlation	-.043	.237	.000	-.169	-.095	-.102	.272	-.045	.020	.116
	Sig. (2-tailed)	.762	.171	1.000	.235	.577	.473	.154	.752	.890	.573
	N	51	35	16	51	37	52	29	52	52	26
DD19	Pearson Correlation	.088	.133	.276	.154	.272	-.022	-.061	-.240	.000	-.362
	Sig. (2-tailed)	.469	.446	.301	.207	.104	.854	.752	.077	1.000	.069
	N	70	35	16	69	37	69	29	55	66	26
EE19	Pearson Correlation	.074	.187	-.079	.089	-.074	-.125	.239	-.230	.351*	-.078
	Sig. (2-tailed)	.694	.314	.772	.634	.693	.495	.213	.206	.049	.705
	N	31	31	16	31	31	32	29	32	32	26
FF19	Pearson Correlation	.073	.062	.183	-.205	.239	.000	.244	.096	-.146	.245
	Sig. (2-tailed)	.541	.723	.497	.087	.155	.997	.202	.485	.239	.228
	N	72	35	16	71	37	71	29	55	67	26
GG19	Pearson Correlation	.219	.149	.014	.044	.045	-.004	-.034	.040	.077	.150
	Sig. (2-tailed)	.064	.394	.959	.713	.792	.975	.863	.771	.536	.464
	N	72	35	16	71	37	71	29	55	67	26

	AA19	BB19	CC19	DD19	EE19	FF19	GG19
A19	Pearson Correlation Sig. (2-tailed) N	.091 .703 20	.261 .156 31	.116 .535 31	-.350 .053 31	.014 .942 30	-.090 .631 31
B19	Pearson Correlation Sig. (2-tailed) N	-.267 .242 21	.003 .981 73	-.032 .824 51	-.121 .305 74	-.049 .794 31	.035 .717 110
C19	Pearson Correlation Sig. (2-tailed) N	.000 1.000 22	.164 .313 40	-.192 .234 40	.161 .322 40	-.091 .619 32	-.044 .789 40
D19	Pearson Correlation Sig. (2-tailed) N	-.229 .306 22	-.213 .169 43	-.162 .301 43	.087 .578 43	.239 .188 32	.157 .315 43
E19	Pearson Correlation Sig. (2-tailed) N	-.190 .409 21	-.228 .094 55	-.011 .942 50	-.027 .844 55	.135 .469 31	-.077 .574 55
F19	Pearson Correlation Sig. (2-tailed) N	.253 .268 21	-.163 .165 74	.140 .327 51	-.124 .289 75	.040 .831 31	-.094 .414 77
G19	Pearson Correlation Sig. (2-tailed) N	.000 1.000 22	-.141 .482 27	-.224 .260 27	-.103 .610 27	.244 .221 27	-.234 .241 27
H19	Pearson Correlation Sig. (2-tailed) N	.169 .452 22	-.079 .505 73	.241 .085 52	.047 .696 71	-.127 .490 32	.151 .201 73
I19	Pearson Correlation Sig. (2-tailed) N	.000 1.000 22	.096 .543 42	.100 .527 42	-.100 .529 42	.017 .926 32	-.073 .647 42
J19	Pearson Correlation Sig. (2-tailed) N	.384 .086 21	-.118 .367 61	.116 .419 51	.250 .052 61	.056 .766 31	-.143 .272 61
K19	Pearson Correlation Sig. (2-tailed) N	-.096 .672 22	-.084 .483 72	-.043 .762 51	.088 .469 70	.074 .694 31	.073 .541 72

	AA19	BB19	CC19	DD19	EE19	FF19	GG19
L19	Pearson Correlation Sig. (2-tailed) N	-.040 .859 22	-.129 .460 35	.237 .171 35	.133 .446 35	.187 .314 31	.062 .723 35
M19	Pearson Correlation Sig. (2-tailed) N	-.304 .253 16	.583* .018 16	.000 1.000 16	.276 .301 16	-.079 .772 16	.183 .497 16
N19	Pearson Correlation Sig. (2-tailed) N	-.210 .360 21	-.212 .076 71	-.169 .235 51	.154 .207 69	.089 .634 31	-.205 .087 71
O19	Pearson Correlation Sig. (2-tailed) N	.066 .778 21	.085 .618 37	-.095 .577 37	.272 .104 37	-.074 .693 31	.239 .155 37
P19	Pearson Correlation Sig. (2-tailed) N	-.055 .809 22	.071 .558 71	-.102 .473 52	-.022 .854 69	-.125 .495 32	.000 .997 71
Q19	Pearson Correlation Sig. (2-tailed) N	-.062 .784 22	-.208 .278 29	.272 .154 29	-.061 .752 29	.239 .213 29	.244 .202 29
R19	Pearson Correlation Sig. (2-tailed) N	.000 1.000 22	-.223 .101 55	-.045 .752 52	-.240 .077 55	-.230 .206 32	.096 .485 55
S19	Pearson Correlation Sig. (2-tailed) N	-.240 .281 22	.110 .376 67	.020 .890 52	.000 1.000 66	.351* .049 32	-.146 .239 67
T19	Pearson Correlation Sig. (2-tailed) N	-.059 .798 21	-.090 .663 26	.116 .573 26	-.362 .069 26	-.078 .705 26	.245 .228 26
AA19	Pearson Correlation Sig. (2-tailed) N	1.000 .713 22	-.083 .713 22	.325 .139 22	.000 1.000 22	-.067 .766 22	.055 .809 22
BB19	Pearson Correlation Sig. (2-tailed) N	-.083 .713 22	1.000 .713 22	-.126 .373 52	.026 .825 73	-.247 .174 32	.017 .886 75

	AA19	BB19	CC19	DD19	EE19	FF19	GG19
CC19							
Pearson Correlation	.325	-.126	1.000	-.371**	.180	.167	.029
Sig. (2-tailed)	.139	.373	.	.007	.324	.236	.837
N	22	52	52	52	32	52	52
DD19							
Pearson Correlation	.000	.026	-.371**	1.000	.162	-.182	-.169
Sig. (2-tailed)	1.000	.825	.007	.	.376	.115	.145
N	22	73	52	76	32	76	76
EE19							
Pearson Correlation	-.067	-.247	.180	.162	1.000	-.088	-.077
Sig. (2-tailed)	.766	.174	.324	.376	.	.632	.674
N	22	32	32	32	32	32	32
FF19							
Pearson Correlation	-.068	.017	.167	-.182	-.088	1.000	.234*
Sig. (2-tailed)	.764	.886	.236	.115	.632	.	.017
N	22	75	52	76	32	112	104
GG19							
Pearson Correlation	.055	-.002	.029	-.169	-.077	.234*	1.000
Sig. (2-tailed)	.809	.985	.837	.145	.674	.017	.
N	22	75	52	76	32	104	104

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).