HOW CHANGING THE INDIVIDUAL CAN CREATE CHANGE IN AN ORGANIZATION

by

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ABSTRACT

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by

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Changing an individual to create change in an organization takes time and understanding of factors like personality and motivation. The most important aspect when engaging the workforce is to understand that each employee is created differently. Each individual possesses their own unique catalog of personality traits and motivating factors. Motivation theorists like Maslow, Herzberg, McClelland, and Alderfer provide insight into what intrinsically and extrinsically motivates an individual. Understanding the individual’s needs helps to create a personalized change experience, which leads to engagement and buy-in from the individual. Changing an individual to be engaged with the organization is paramount in order to create positive change in the organization. This paper evaluates current research that explores how the distinguishing characteristics of personality traits and motivating factors affect the individual’s desire to change and the effect the change of the individual has on the organization.
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INTRODUCTION AND BACKGROUND OF THE STUDY

In order to stay relevant in today’s world of instant gratification and constant change, individuals must embrace personal growth and development. An individual that embraces personal growth and development broadens their abilities related to problem solving, creative thinking, and team building. Individuals that do not seek growth and development fall behind in the workplace, often plummeting their self-efficacy and self-esteem, eventually leading to disengagement with the organization. Once an individual is disengaged with the organization, issues may arise in the organization’s culture. Organizational culture is linked to leadership’s behavior, an individuals’ job satisfaction, and employee retention (Azanza, Moriano, & Molero, 2013). Each of these areas is important for the organization to grow and experience positive change. An individual can directly affect the organization’s culture by disengaging and not embracing positive change.

An individual’s openness to personal change leads to the individual having more openness, embracing and engaging in change within their organization (Griffin & Moorhead, 2012). Many factors affect the likelihood that an individual is open to change, especially when change involves their own personal growth. Psychologists have studied behavior within organizations and have determined that organizational behavior is dependent on human behavior. An individual’s motivating factors and how their personality traits impact what is important to them can affect how the individual connects with the organization.

An individual whose behavior causes them to make positive contributions to the organization and is willing to go above and beyond to make sure the organization benefits from their contributions is said to be a great organizational citizen (Griffin & Moorhead, 2012). Choi, Oh, and Colbert (2015) indicated that individuals with personality traits like conscientiousness
and agreeableness can become organizational citizens that are willing to take active roles in the organization. An organization also benefits from employees that are organizational citizens because they are positive influences on other employees, teaching them ways to be involved with the organization and encouraging buy-in to change when necessary. Researchers have explored organizational citizenship and the types of personality traits that contribute to being a good citizen of the organization (Chiaburu, Oh, Berry, Li, & Gardner, 2011), however there are gaps in the research that lead to the question of how natural personality traits can affect an individual’s job performance, which according to Griffin and Moorhead (2012) would essentially affect the individual’s organizational citizenship as well.

An individual’s personality traits also determine how the individual will be motivated. Intrinsically motivated individuals are said to be motivated within. Theorists like Maslow studied how individuals are motivated and the outside factors that can affect an individual’s job performance. Job performance will ultimately affect how the individual is connecting with their organization (Griffin & Moorhead, 2012). In turn, if the individual is not a good organizational citizen, then their desire to motivate themselves and others declines.

In my role as a manager and leader of change, the need to understand each individual as a unique member of the team is vital for the individual’s personal growth and development. If an employee is not feeling fulfilled and valued, then the organization could be affected because the individuals may become dissatisfied and disengaged from the department. Understanding each individual’s motivating factors and personality type allows me to communicate with each individual member of my staff on a level that they comprehend and prefer. Each manager should be responsible for understanding the needs of their staff. One purpose of this paper is to expand the understanding that managers must put effort into knowing more about the individuals on their
team in order to help each individual grow and develop into great organizational citizens. As great organizational citizens, the individuals do more for the organization by volunteering and becoming involved and they also lead their coworkers on the pathway of positivity and organizational engagement.

There is a need for more research and discussion regarding an individual’s growth and development and how it relates to organizational behavior and culture. Psychologists have studied organizational behavior and how human behavior in an organization often creates change within the organization. More research is needed to understand if influencing the individual’s personal traits (i.e. personality, personal motivations, emotional intelligence) through personal growth and development affect how the individual functions within the organization, ultimately affecting the organization’s culture. An additional purpose of this paper is to evaluate current research regarding the distinguishing characteristics of how those personality traits affect an individual’s performance within an organization, investigate connections amongst motivation theories by Maslow, Herzberg, McClelland, and Alderfer to the individual, and understand the benefits that lie within an organization that employs individuals that strive for personal growth and development.

LITERATURE REVIEW

Exploring the Individual

Exploring the individual in an organizational setting is important when developing a better understanding of human behavior within the organization (Griffin & Moorhead, 2012). While it is true that environmental experiences shape an individual, it is important to consider how the individual is naturally created and what motivating factors they connect with. The factors that motivate an individual to be an engaged and satisfied employee are discussed in
motivation theories like Maslow’s Hierarchy of Needs theory, Alderfer’s ERG theory, Herzberg’s Two Factor theory, and McClelland’s Acquired Needs theory. Just as personality types differ in each individual, motivational factors are unique to each individual as well. Consideration for how an individual is psychologically designed can help a manager better understand how the employee can adapt, grow, and change in the workplace.

**Personality Types and Traits**

Factors like personality traits affect how an individual’s personality type is designed. Studies indicate personality types can be generated in two ways: environmental factors as discussed in the Five-Factor Model or innately as in the Myers-Briggs model. The most important factor for a manager to understand is that each individual is unique. Individuals are psychologically designed to either be a cognitive miser (a reactive and quick thinking individual) or a chronic cognizer (a critical thinker that demands more time before making a decision) (Waller, 1999). Personality types affect how each individual is motivated, their ability to work with others, and how inclined they are to be dedicated to the organization. An individual’s personality type also directly affects how the individual works within their environment (Chatman & Barsade, 1995) and what type of behavior the individual displays when working with peers. An individual’s personality traits will directly affect the type of personality the individual has, however the personality type does not affect personality traits.

An individual’s emotional intelligence (Benjamin, Gulliya, & Crispo, 2012), negative and positive affect personality type (Bouckenooghe, Raja, & Butt, 2013), and whether or not one is a cognitive miser or a chronic cognizer (Waller, 1999), all have a direct effect on positive and negative motivations toward work (Friedlander & Walton, 1964). There is a considerable amount of research completed which involves each of these areas separately; however current
literature does not address how all of the traits that make an individual unique affect their ability for growth and development.

**The Five-Factor Model.** The Five-Factor Model (FFM) of personality traits (Chiaburu et al., 2011; Choi et al., 2015) includes: openness to experience, extraversion, conscientiousness, agreeableness, and neuroticism. These are determining factors of the individual’s organizational citizenship. Choi et al. noted that individuals tend to gravitate toward jobs that involve how their FFM is designed. This is also reflected as the individual’s person-job fit (Griffin & Moorhead, 2012). Chiaburu et al. noted that an individual’s personality may change as they mature and are subjected to environmental factors out of their control, thus also changing their person-job fit and ultimately unbalancing the organizational culture.

Griffin and Moorhead (2012) described openness to experience as an individual’s ability to listen to others and their openness to change themselves. Those with a low perception of openness may take more information and education to engage in change. Individuals with a high level of openness also have broad interests, are curious, and creative. Making them more likely to be engaged with change in the organization. Openness to experience also leads to a natural motivation to get ahead (Choi et al., 2015). Extraversion, like openness to experience, also leads to a natural motivation to pursue higher power (Choi et al.).

Extroverts and introverts are the defining elements of extraversion, each type of individual possessing their own comfort level with relationships and the people they encounter (Griffin & Moorhead, 2012). Extroverts are more social by nature, talk with ease, and open to new relationships, while introverts are less assertive and less open to beginning new relationships. Researchers believe that extroverts are higher job performers based on the fact they are willing to be more social and open to new relationships (Griffin & Moorhead). An
introvert is less likely to be involved in organizational change based on their natural desire to be closed off to those they work with, while the individual that is an extrovert has a natural ability to engage with their coworkers and be involved with change in the organization.

Studies have shown that individuals with a high level of conscientiousness are higher performers than those that are less conscientious (Griffin & Moorhead, 2012). The individual’s level of conscientiousness can also be attributed to the number of goals the individual focuses on. Conscientious individuals take their work seriously and have high expectations for themselves and what they can do for their organization (Griffin & Moorhead), which also explains why they are seen as great organizational citizens (Choi et al., 2015). It can also be assumed that naturally conscientious individuals are leaders of longevity in their organizations based on their ability to be intrinsically motivated.

Just as a conscientious individual is loyal to their organization, an individual that is agreeable is also said to be a loyal employee (Choi et al., 2015). Agreeableness is an individual’s ability to get along with those they interact with (Griffin & Moorhead, 2012). Griffin and Moorhead also indicate that an individual with a high level of agreeableness is more likely to have better working relationships with coworkers, management, and subordinates based on their cooperative, forgiving, and good-natured personalities. Highly agreeable individuals have a tendency to feel that they owe the organization their loyalty and stay with the organization that supports them (Choi et. al). Those on the lower end of the agreeable spectrum are more likely to be short-tempered and uncooperative (Griffin & Moorhead), thus making them less successful in creating a positive organizational culture. Negatively viewed personality traits of anger, anxiety, depression, and vulnerability are all traits of individuals that show more neuroticism (Griffin & Moorhead). Individuals with more susceptibility to being neurotic may
not be as successful in dealing with job stress or pressure and also have less likelihood of engaging in positive organizational culture. Individuals prone to positive personality traits are naturally more willing to help others in the organization.

Chiaburu et al. (2011) connected FFM traits with organizational citizenship, stating that individuals with the need to be prosocial, possessing the desire to help others and be a contributing part of the organization, showed higher levels of conscientiousness, agreeableness, and emotional stability. The prosocial characteristic can be a benefit for individuals and the organization. Since FFM traits can be developed as an individual is subjected to environmental factors, the prosocial characteristic, if shared among employees, is one that can be learned by association with a prosocial individual (Chiaburu et al.).

**Myers-Briggs.** While the FFM traits can be developed and changed over time, the Myers-Briggs framework describes individuals’ natural personalities (Griffin & Moorhead, 2012). Isabel Briggs Myers and Katharine Cook Briggs studied personality theorist, Carl Jung and his ideas about personality type (Myers & Kirby, 2015). In their research, Myers and Briggs agreed with Jung on many points, specifically on Jung’s conclusion that all individuals use all eight patterns shown in Table 1 at some point, but they are innately driven toward one specific process (Myers & Kirby). Myers and Briggs felt Jung’s research could be expanded further in order to allow anyone to understand and appreciate their personality type, creating what is now known as the Myers-Briggs Type Indicator (MBTI).

Jung indicated each individual is different, so the natural preference to choose one way of mental processing over another is the individual’s dominant function (Myers & Kirby, 2015). Table 1 shows Jung’s original eight ways of mental processing.
Table 1

*Description of MBTI Preference Scales*

<table>
<thead>
<tr>
<th>MBTI Preference Scale</th>
<th>Scale Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion (E) or Introversion (I)</td>
<td>How do you direct your energy and attention?</td>
</tr>
<tr>
<td>Sensing (S) or Intuition (N)</td>
<td>How do you prefer to take in information?</td>
</tr>
<tr>
<td>Thinking (T) or Feeling (F)</td>
<td>How do you prefer to make decisions?</td>
</tr>
<tr>
<td>Judging (J) or Perceiving (P)</td>
<td>How do you orient to the outer world?</td>
</tr>
</tbody>
</table>

*Note.* From Bower (2015)

The MBTI encourages individuals to complete the questionnaire in order to see how the individual can best work towards their potential in both their home and work lives (Myers & Kirby, 2015). Jung wrote in depth about the different functions of the process, specifically about the individual’s primary function; however he did not provide much insight into how the secondary and tertiary processes fit with the individual’s personality (Myers & Kirby). Myers and Briggs expanded Jung’s incomplete system and created the 16 MBTI processes used as one of the most successful coaching tools to date (Bower, 2015).

As explained in Table 2, an individual with the MBTI outcome introversion, sensing, feeling, and perceiving (ISFP) is described as quiet, friendly, sensitive, and kind. This individual is introverted, however they are open to the feelings of others and do not like conflict. An ISFP individual may not outwardly possess the traits of being prosocial, but they do possess the traits of being interested in what is going on around them and their loyalty to people that are important to them. This individual would take more coaching to be engaged with the organization, but with the right motivations and people connections, their loyalty may also lie within the organization.
Table 2

*The 16 MBTI Types*

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTJ</td>
<td>Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized – their work, their home, their life. Value traditions and loyalty.</td>
</tr>
<tr>
<td>ISFJ</td>
<td>Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.</td>
</tr>
<tr>
<td>INFJ</td>
<td>Seek meaning and connection in ideas, relationships, and materials possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.</td>
</tr>
<tr>
<td>INTJ</td>
<td>Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance - for themselves and others.</td>
</tr>
<tr>
<td>ISTP</td>
<td>Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.</td>
</tr>
<tr>
<td>ISFP</td>
<td>Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflict, do not force their opinions or values on others.</td>
</tr>
<tr>
<td>INFP</td>
<td>Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.</td>
</tr>
<tr>
<td>INTP</td>
<td>Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical.</td>
</tr>
<tr>
<td>ESTP</td>
<td>Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them - they want to act energetically to solve the problem. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing.</td>
</tr>
<tr>
<td>ESFP</td>
<td>Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material</td>
</tr>
</tbody>
</table>
comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENFP</td>
<td>Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.</td>
</tr>
<tr>
<td>ENTP</td>
<td>Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.</td>
</tr>
<tr>
<td>ESTJ</td>
<td>Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.</td>
</tr>
<tr>
<td>ESFJ</td>
<td>Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.</td>
</tr>
<tr>
<td>ENFJ</td>
<td>Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership.</td>
</tr>
<tr>
<td>ENTJ</td>
<td>Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well read, enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas.</td>
</tr>
</tbody>
</table>

*Note. From http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/the-16-mbti-types.htm, (2015). Introduction to Type*

The complete MBTI uses the descriptions of the 16 different personality types (Table 2) when used in a coach-facilitation setting. Once an individual completes the assessment, they are given the tools to understand their personality as it pertains to their work and home, allowing the individual the opportunity to find ways to grow and develop their strengths and weaknesses.
(Bower, 2015). Griffin and Moorhead (2012) indicate this method is commonplace in some organizations, also used as a way to indicate communication styles among employees.

The MBTI can be a useful tool to utilize when placing an individual in a specific work group or job, best applying their passions and what drives them to create a better person-job fit (Griffin & Moorhead, 2012). A job description is created to describe what the job entails, but the individual creates goals that are driven by passions of the work, driving the individual to innately find motivation with their job (D’Souza & Gurin, 2016). As the individual grows and develops, their motivations and person-job fit may change as well. This would lead to questions regarding the Myers-Briggs framework. As the individual encounters changes in life and on the job, the measures of sensing, intuiting, judging, and perceiving may also change and develop (Griffin & Moorhead, 2012). Griffin and Moorhead state because of this, questions exist about both the validity and stability of the Myers-Briggs Type Indicator. In order to properly challenge the validity of the MBTI, more than one MBTI should be given to an individual over the course of their lifetime to see how the individual’s answers change as they grow and develop.

**Emotional intelligence (EQ).** The study of Emotional Intelligence (EQ) is described as a personal analysis of how an individual understands their own emotions, the positive and negative impact their emotions have on personal relationships, and how the control and development of their emotions is directly related to the success or failure of their personal and professional social interactions (Griffin & Moorhead, 2015). Goleman (2000) lists EQ with four fundamental capabilities: self-awareness, self-management, social awareness, and social skills, while Griffin and Moorhead are more specific in their explanation listing five dimensions: self-awareness, managing emotions, motivating oneself, empathy, and social skill. Each of these capabilities is built from individual traits. EQ is unique in that it is not a measure of intelligence, cognitive
ability, nor personality (Sadri, 2012), however is a contributing factor in behavioral standards and how the individual treats others they come in contact with. An individual’s EQ determines how they interact with their coworkers, thus affecting the organizational culture as a whole. Sadri states that EQ is different from innate personality traits because it develops with age, growing and changing as the individual matures.

Griffin and Moorhead (2012) state that self-awareness is the foundation to all other emotional intelligence factors and refers to the individual’s ability to understand how they are feeling. An individual that is highly self-aware has the ability to guide their own behaviors effectively; because of this, this individual would also be a chronic cognizer, as they would spend more time thinking and evaluating their behaviors. Managing emotions is the individual’s ability to understand their own emotions and find a balance to anxiety or anger so they do not get in the way of being productive (Griffin & Moorhead). Motivating oneself is the individual’s capacity to be optimistic in difficult times, even in the event of failure. The dimension of empathy is defined as the individual’s ability to comprehend the feelings that others may have in a situation without others expressing their feelings directly (Griffin & Moorhead). An individual that has a high level of social skills, is able to possess positive relationships with others (Griffin & Moorhead), which given the right combination of personality traits, would allow them to excel in a leadership role as they would engage their employees in a positive and respectful manner, while also setting a high standard of organizational behavior.

Griffin and Moorhead (2012) indicate that the understanding of each dimension of emotional intelligence is important because individuals with high emotional intelligence perform better in the workplace and have more influence on other employees. Furthermore, it can be identified that individuals with high EQs are employees most likely to encourage positive growth
and development of themselves, as well as with others in the organization, ultimately affecting the organizational culture by creating an engaged workforce that is coachable and excited to become better organizational citizens. Benjamin et al. (2012) state if an individual is in a leadership role within the organization, then being aware of emotional intelligence is of the utmost importance as it becomes a guide to understanding what leadership models work with each individual.

It is important to note that Sadri (2012) found there is no connection to personality traits and emotional intelligence, however Myers and Briggs’ research verifies that some individuals are more likely to show patterns with a higher connection to functions that are process based on high emotional connections (Myers & Kirby, 2015), proving emotional intelligence and personality type do affect the individual. Which further questions, perhaps not the validity, but the longevity of the MBTI of an individual, furthering the thought that personality type can change as an individual grows and develops through environmental change factors. If research shows that an individual’s personality can change from environmental factors, then the factors that motivate the individual may change due to environmental factors as well.

**Motivations**

If the argument is made that all employees are individuals (D’Souza & Gurin, 2016), then the argument can also include that each individual will have different motivators for their job (Ramdhani & Nkoane, 2010) which will impact how their individual growth and development is addressed by leaders of the organization or how the individual must assess their own growth and development. An exceptional leader understands that each individual reacts differently and not all leadership styles work for everyone in the same way. Effective leaders are flexible in their leadership styles and are able to grow and develop their styles as they adapt to what their
employees need (Benjamin et al., 2012). Motivations are similar to leadership styles in that not every motivation will motivate the same for each individual. Psychological and philosophical motivation theories developed from the thought of Maslow’s Hierarchy of Needs Theory, Alderfer’s ERG (Existence, Relatedness, Growth) Theory, McClelland’s Acquired Needs Theory, and Herzberg’s Duality Theory further expand this thought.

**Maslow’s Hierarchy of Needs Theory.** Maslow (1943) found that the motivation for an individual could be identified as stemming from five basic needs: physiological, safety, love and belonging, esteem, and self-actualization. He further expanded self-actualization into four needs of its own to include cognitive, aesthetic, self-actualization, and self-transcendence (D’Souza & Gurin, 2016). Maslow set the groundwork for other theorists to build (D’Souza & Gurin, 2016) theories of their own that would expand the understanding how individuals develop through life and circumstances.

Much like the Five-Factor Model personality traits change as environmental factors affect the individual (Griffin & Moorehead, 2012), Maslow’s work lends to the explanation of how individuals should grow as they age and how the path to self-actualization occurs during different times in an individual’s life (D’Souza & Gurin, 2016) depending on the outside motivating factors that the individual receives. D’Souza and Gurin developed a need-based activity chart (Table 3) to demonstrate how an individual can grow through their lifetime from outside motivators, which then create a self-actualized individual.
Table 3

**Need-Based Activity Chart for Self-Actualization**

<table>
<thead>
<tr>
<th>Need Type</th>
<th>Need Type</th>
<th>Childhood</th>
<th>Young adulthood</th>
<th>Middle adulthood</th>
<th>Late adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-needs</td>
<td>Physiological</td>
<td>Low</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Safety</td>
<td>Low</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Love &amp; Belonging</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>B-needs</td>
<td>Esteem</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Cognitive</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Aesthetic</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Self-actualization</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Self-transcendence</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
</tr>
</tbody>
</table>

Note: B-needs = being needs; D-needs = deficient needs.

*Note. From D’Souza and Gurin (2016)*

The Need-Based Activity Chart for Self-Actualization (Table 3) shows that as an individual matures, time spent satisfying needs at different levels change (D’Souza & Gurin), but changes in environmental factors can cause the individual to spend more time trying to satisfy each need at the time that it is needed to be satisfied most, which may not be specific to where it is prioritized on Table 3.

Further studying Maslow’s Needs Hierarchy is a way for the manager to treat the employee as an individual and to understand that each employee will develop and be motivated by different factors (Ramdhani & Nkoane, 2010). Fair treatment of employees, pleasant working environments, fringe benefits, and financial incentives (Ramdhani & Nkoane) act as motivating factors for employees, however the motivator may not match an individual’s desire for growth on a deeper level at the specific time that it is offered (D’Souza & Gurin, 2016). Motivating factors must contribute to an individual’s enjoyment of the job (Ramdhani & Nkoane) and to the
level of fulfillment the individual is feeling in their life at any given time (Maslow, 1943). Specific needs become secondary when the primary needs are not being met (Maslow), which implies that if an individual is not feeling fulfilled on a physical level, then the motivating factor of praise for a job well done on a project (Ramdhani & Nkoane) will not keep the individual motivated. If the individual is not motivated to continue to do well, then their desire for growth and development declines, ultimately leading them to disengage from the organization.

**Alderfer’s ERG Theory.** As Maslow’s Needs Theory has been further studied, there have been some potential shortcomings indicated. In an attempt to expand Maslow’s thoughts, Alderfer created the ERG (Existence, Relatedness, Growth) theory. The ERG theory is closely related to Maslow’s Needs Theory, however Alderfer condensed the five main levels into three categories of core needs: existence, relatedness, and growth needs (Arnolds & Boshoff, 2002). Existence needs follow Maslow’s (1943) basic human needs necessary for existence: physiological and safety needs (Alderfer & Guzzo, 1979; Arnolds & Boshoff). Relatedness needs refer to an individual’s need and desire to maintain important personal relationships, which fulfill the feeling of acceptance and belongingness to the individual. The final need category that must be satisfied is growth, which includes self-actualization, self-fulfillment, and personal development (Arnolds & Boshoff). Alderfer’s ERG theory is often considered over Maslow’s Needs theory in the workplace, as the ERG theory focuses on the individual’s job-specific needs like fair pay for what the individual’s job entails (Alderfer & Guzzo, 1979), while Maslow focuses on the human basic needs necessary for existence (Arnolds & Boshoff), however both theories can be utilized to better understand the motivators an individual desires to grow and develop.
Since an individual’s motivation for growth and development are dependent on meeting different needs for each individual, both the ERG theory and Maslow’s Needs theory should be held in the same regard. However, the differences of the progression of the needs should be noted. Alderfer’s (1979) ERG needs can be met without following sequence, while Maslow’s needs must be met in the specific progression of the hierarchy of needs (D’Souza & Gurin, 2016). Since individuals are created differently, then an individual’s motivating factors and the way each individual progresses with motivation may be at a different rate as well. Thus indicating that both the ERG theory, focusing on the satisfaction-progression and frustration-regression components (Griffin & Moorhead, 2012) and Maslow’s Needs theory, focusing on the individual as a whole and how they act (Udechukwu, 2009), could be linked to individuals differently as they grow and develop.

**Herzberg’s Two-Factor Theory.** Herzberg’s theory is similar in many ways to the ERG theory and Maslow’s theory (Griffin & Moorhead, 2012). This theory identifies that an individual has job satisfaction or dissatisfaction based on two factors: hygiene factors and motivation factors (Griffin & Moorhead). Hygiene factors are not said to motivate an individual, but do become dissatisfiers if they are neglected or omitted from the workplace (Udechukwu, 2009). Working conditions, supervision, interpersonal relationships, pay and job security, and company policies are all considered hygiene factors, which have the ability to offer dissatisfaction or no dissatisfaction to the individual (Griffin & Moorhead). Herzberg’s motivating factors are key for an individual to have job satisfaction and motivation. These factors include: accountability, achievement, growth opportunities, and recognition (Griffin & Moorhead; Udechukwu, 2009). A visual of the spectrum of satisfaction, no satisfaction, dissatisfaction, and no dissatisfaction in Herzberg’s Two-Factor theory is depicted in Figure 1.
The traditional structure of motivation is that there is either satisfaction or dissatisfaction (see Figure 1). It is not as simple under Herzberg’s theory. Griffin and Moorhead (2012) explain that an individual can have no satisfaction or satisfaction under motivation factors. For example, an individual that is given the opportunity for advancement in their organization would receive satisfaction for that motivator, however if they were not presented with the opportunity for advancement, they would have no satisfaction for that specific motivator.

*Figure 1. The Dual-Structure Theory of Motivation. This figure illustrates Herzberg’s Two-Factor Theory. From Griffin & Moorhead (2012).*

**McClelland’s Acquired Needs Theory.** McClelland’s Acquired Needs theory is different than the other needs theories identified in this review and may have a broader capability to encourage growth and development in an individual based on how it describes the fact that needs change as the individual changes. McClelland’s needs theory identifies three specific needs that are not innately part of the individual: achievement, power, and affiliation (Guillén, Ferro, &
Hoffman, 2014; Lazaroiu, 2015). According to McClelland’s theory, all individuals possess a level of each of these needs, which also indicates that individuals have the ability to utilize and develop each of these needs in no sequential process, unlike the process indicated by Maslow (Guillén et al., 2014). McClelland’s theory, while based on needs and what drives an individual to achieve more, can be related to some factors that are found in personality types (Myers & Kirby, 2015) and emotional intelligence (Griffin & Moorhead, 2012). McClelland’s research indicated that leadership styles affect key factors that influence organizational culture. One of those key factors is flexibility (Benjamin et al., 2012). McClelland defined flexibility as the employees feeling of freedom to explore and be innovative without being boxed in by set rules (Benjamin et al.). Flexibility in an organization can be used as a motivator to engage individuals to expand their normal thought process. An individual that feels their leader and organization value their thought process is more likely to be engaged in the organization and provide feedback that may move the organization toward positive change.

**Cognition.** Individuals have a ‘need for cognition’ (Cacioppo & Petty, 1982; Waller, 1999), which differs between individuals. The need for cognition is considered to be a determining factor in an individual’s motivation and engagement (Waller). A cognitive miser does not spend time thinking about decisions, they are reactive and often do not engage in self-reflection (Waller), whereas a chronic cognizer enjoys thinking and demands more time to think through a problem before making a decision. An example of a cognitive miser personality type explained in the 16 MBTI Types (Table 2) could be an ESTJ personality. Just like the cognitive miser (Waller), the ESTJ individual is a quick decision maker and quickly implements those decisions as well. If the cognitive miser has a desire for personal growth and development, they will make the decision quickly and forge ahead to get the job accomplished.
Waller (1999) stated that cognitive misers have little intrinsic motivation, as they do not spend time on self-reflection or thinking about their choices. Maslow (1943) disagrees with that observation, as the suggestion is that the cognitive miser may have a deficit in one or more of the needs for self-actualization. Gaining an understanding of what needs the cognitive miser has a deficient in will allow the individual to develop those needs and may eventually possess a desire for growth and development. Once the individual has started the process of growth and development, they may begin to feel the need to be more involved with the organization.

**Organizational citizenship as a motivating factor.** Choi et al. (2015) referenced the motivating factor of commitment and how affective, normative, and continuance commitment (Meyer & Allen, 1991) would also determine the individual’s likelihood to stay with the organization. Affective commitment (the individual’s emotional attachment to the organization), normative commitment (the individual’s feeling of obligation to remain with the organization), and continuance commitment (an individual’s commitment based on the costs and benefits associated with leaving the organization) (Choi et al.) relate to the individual’s personality, but act as an intrinsic factor in deciding the level of organizational commitment the individual has. Cultural factors, as well as innate FFM personality traits, develop these commitment behaviors over time (Choi et al.). Personality types are affected throughout an individual’s career, thus creating the thought that their motivating factors of commitment are affected as they grow and develop with the organization or organizations they are employed by.

An individual can be committed to an organization, but experience negative motivation which often leads to turnover (Agervold & Mikkelsen, 2004). An example of negative motivation is bullying. The stress that develops over time for an individual being subjected to bullying is often enough to force an individual out of a job that they are otherwise engaged. If
left unattended, bullied individuals evaluate their work environment with a highly negative score (Agervold & Mikkelsen). It is also assumed that a poor working environment will eventually create working conditions that encourage bullying and negative behaviors from employees (Agervold & Mikkelsen). Research regarding the effects on bullying completed by Agervold and Mikkelsen concluded that bullied employees reported a more stressful and negative work environment and suggested that management style may also be a contributing factor in bullying in the workplace. Management and leadership styles are important. Coaching the individual with their own unique plan creates an environment of trust between the manager and employee (Benjamin et al., 2012). Trust leads to job satisfaction and positive organizational culture.

The Individual and Organization

Job satisfaction and positive organizational culture occurs when the individual feels valued and knows they are completing meaningful work that the leadership of the organization appreciates (Benjamin et al., 2012). If an individual feels they are valued, then they are more willing to take the initiative to change themselves through growth and development, which ultimately positively changes the organization. Environmental experiences and natural traits affect the way the individual interacts with the organization and determines the type of organization that they would fit best in. The person-job fit is important as it focuses on how an individual will excel in organizational cultures that are best suited for them. Individuals that prefer less control and thrive in an organization that celebrates each individual’s uniqueness would be best suited for an individualistic organization (De Cremer & Blader, 2005). However, individuals that need specific direction and rules thrive in an organization based on a strict structure of policies and procedures.
**The effect of policies and procedures.** Individuals are impacted by organizational policies and procedures designed to create order and direction for the organization. Personality types that must possess order and direction for job satisfaction appreciate the clear and concise track that policies and procedures can provide them. Policies result in sets of rules and specific procedures that create a virtual roadmap for the individual to follow. It takes the individuals to follow and trust in the policies in order for them to work (Schneider, Brief, & Guzzo, 1996). Not all organizations are created the same nor do they offer the same work conditions (Thomas & Griffin, 1989). An organization with set policies and procedures is set up to fail if it has the wrong individuals in the wrong jobs. The culture of that organization will be one with negative affectivity and high turnover intention (Brouckenooghe et al., 2013), especially if the personalities and motivating factors do not create a successful person-job fit.

Individuals crave the desire for control and uncertainty reduction (De Cremer & Blader, 2005), which explains why some individuals are motivated to follow policies and procedures. An organization may create policies and procedures in an attempt to create fairness among the staff (De Cremer & Blader). Without policies, the cognitive miser (Waller, 1999) would see a coworker not following a rule and would proceed to do the same, while the chronic cognizer (Waller) would see the wrongdoing and would refrain from breaking the rule, but would eventually be overanalyzing why it was not fair that the rule-breakers were able to get away with breaking the rule. If a policy were in place, and the individual was motivated by accountability (Griffin & Moorhead, 2012), the employee would see the need to follow the rule, creating a fair work environment (De Cremer & Blader, 2005) and would have the motivation to become a more engaged organizational citizen.
**Individualistic organization.** An individualistic organization (Chatman & Barsade, 1995) celebrates individual accomplishments and encourages employees to grow as individuals. The employee is viewed as an individual that is independent and self-reliant. An individual thriving in an individualistic organization would not be as affected by procedural fairness (De Cremer & Blader, 2005) since they would be praised for their independence and ability to stand out as an individual. In the collectivistic culture (Chatman & Barsade), individuals see their own well-being to be less important than that of their coworkers. They work as a group and see the collectivistic approach as doing what’s best for their families and society (Chatman & Barsade). Policies created in these organizational cultures (De Cremer & Blader) would focus less on an individual’s need for control and following the rules and more on how the organization’s culture would promote selflessness and growth in the individual’s community (Chatman & Barsade).

An individualistic organizational culture (Chatman & Barsade, 1995) also follows the path to self-actualization (Maslow, 1943) and provides the individual the outlet for growth and the desire to become a self-actualized, altruistic human being (D’Souza & Gurin, 2016). A self-actualized individual is proven to be a mentally healthy individual that follows the path of becoming an individual that changes their focus in life from self-interest to social interest (D’Souza & Gurin) which creates a passionate and engaged employee.

**Hackman and Oldham’s job characteristics model.** The Hackman and Oldham’s job characteristics model (JCM) assesses an individual’s commitment to their work, ability to complete tasks as required, and the individual’s attention to detail and how the job is completed (Lazaroiu, 2015). Table 4 identifies core job features and describes how the individual is able to fit with the job based on the skill variety, task identity, task significance, autonomy, and job feedback. Through three critical psychological states of experienced meaningfulness of the
work, experienced responsibility for outcome of the work, and knowledge of results of the work activities, the five core job features listed in Table 4 then affect five work-related outcomes of motivation, satisfaction, performance, absenteeism, and turnover (Lazaroiu). An individual that feels fulfilled in each of the core job features will be more likely to have job satisfaction and have the desire to better themselves (Lazaroiu). Once the individual feels fulfilled, their desire to be a great organizational citizen will increase and they will be more likely to help create positive changes to the organizational culture.

Table 4

<table>
<thead>
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<th>Core job features</th>
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<tr>
<td>Skill variety is the extent to which a job necessitates a diversity of undertakings and entails the employment of several distinct skills and talents of the worker.</td>
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<td>Task identity is the extent to which a job demands fulfillment of a “whole” and discernable piece of work</td>
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<tr>
<td>Task significance is the extent to which the job has a considerable effect on the existences of other individuals, whether they are in the immediate organization or in the external setting.</td>
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<tr>
<td>Autonomy is the extent to which the job furnishes durable freedom, autonomy, and discretion to the person in organizing the performance and in establishing the procedures to be employed in doing it.</td>
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<tr>
<td>Job feedback is the extent to which accomplishing the work undertakings demanded by the job supplies the person with direction and comprehensible information concerning the effectiveness of his/her operation.</td>
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*Note. From Lazaroiu (2015), Adapted from Lunenburg (2011)*

Leaders in an organization must take into account Hackman and Oldham’s Job Characteristics Model to help their employees find the right balance between the core job features and the psychological states in order to achieve the outcome of fulfillment (Lazaroiu). If the leader understands and encourages the importance of core job feature fulfillment, then the employee will feel valued and be encouraged to continue to grow and develop as an individual.
The leader and individual can work together to achieve fulfillment outcomes by communicating the individuals needs through the psychological states of meaningfulness of work, responsibility for outcomes, and knowledge of results.

**Leadership and the Individual**

Leadership needs followers; individuals gain a following by having a personal connection with hope, optimism, and resiliency (French & Holden, 2012). Individuals that internally and innately possess hope, optimism, and resiliency, lead with the same qualities and become beacons for positive change in an organization. In times of crisis and negative turmoil, individuals that innately possess these qualities choose to see crisis as the time to do things differently and see an opportunity for improvement (French & Holden). These behaviors can be learned and are done so by the modeling of individuals that already believe in the values. Those with passion and energy to support the organization’s mission and strategy (Trahant, Burke, & Koonce, 1997) lead by their ability to see the positive during times of turmoil (French & Holden), but do so by creating a leadership style that will engage other individuals to create a better organizational culture.

Natural born leaders have an instinctual desire to fulfill their internal leader (Steinhoff, 2015), however Blank (2001) states that a leader is not born to lead. The individual may seem as though they are meant to be a leader by the way they consistently and effortlessly exhibit the skillset to be a leader, but it is something that they grow and develop into. The individual that has a natural desire to pursue leadership responsibilities and engages in leader-based qualities naturally possesses multiple skills shown in Figure 2.
Figure 2. Foundational skills categories. From Blank (2001).

The qualities that Blank (2001) and Steinhoff (2015) found to be foundational skills of natural born leaders can be seen in Figure 2. The foundational skills of a natural born leader can be further expanded to the thought of an individual having an innate desire for growth and development. An individual can be born with foundational skills (Blank), but it does not mean that the individual will grow to be a leader (Steinhoff). Individuals considered to be natural leaders according to the foundational skills in Figure 2 could also be assumed to possess high levels of emotional stability, agreeableness, and conscientiousness, which Chiaburu et al. (2011) also indicated are qualities of leaders.

Some individuals seek encouragement from others to pursue growth and development opportunities. Coaches, mentors, and effective leaders (Boyatzis, Smith, & Blaize, 2006) are all roles where individuals connect with people that offer the encouragement that is necessary for growth. Boyatzis et al. (2006) make the comparison of present day mentors to that of individuals seeking out an apprenticeship in medieval times. An individual would utilize the resources
available to gain knowledge of their set trade. Present day assessments or tools that encourage growth and development can be taken in order for the individual to understand their ability to be a leader. Self-assessment tools, psychological and managerial assessment tools, and tools to assess cognitive ability and capability in children may be a helpful start to encourage individuals in their career (Steinhoff, 2015). Taking the MBTI can also help determine how the individual’s personality would affect their leadership abilities and what areas they could focus on in order to grow their leadership skillset.

**Encouraging the Individual to Stay.** An individual that may not be naturally motivated or psychologically designed to fit with a specific job may need additional coaching and encouragement to stay at the organization. It is easy to fill an empty position with an individual, but it does not mean that the person-job fit will be right. Thus, making high rates of turnover an issue that all organizations try to avoid.

Turnover rates can be dependent on the type of job and organizational behaviors (Boukenooghe et al., 2013), but motivations toward work on an individual basis should be considered when researching why turnover occurs (Friedlander & Walton, 1964). Friedlander and Walton (1964) studied scientists and job satisfaction. Findings from the study indicated that the scientists were positively motivated by interest in the work, the feeling of importance of the work, projects that kept them challenged; all motivations that could be linked back to the theories of motivation reviewed. The positive motivators could very easily become negative motivators that would cause the individual to withdraw from their work due to job dissatisfaction (Boukenooghe et al., 2013) and eventually lead to turnover.
CONCLUSION

It is clear that individuals are born to behave and react to different motivations in ways specific to how they have been naturally created. Needs theorists like Maslow, Alderfer, and Herzberg encourage more thought behind understanding that concept while individuals are motivated by needs specific to each theory, each of those needs are specific to the individual. The 16 different personality types explored through the MBTI show that an individual has many dimensions to their personality. To add to the number of personality types, the factors of different personality traits, emotional intelligence, and motivating factors, a multitude of differences are identified that create the whole person. Understanding that individuals are created differently increases the importance of treating an employee uniquely by encouraging their own personal growth and development. By doing so, the individual is able to focus on growth and development for themself, which ultimately helps the organization and creates a positive organizational culture.

After a thorough review of motivations, personality traits, and organizational behavior, it is clear that the ‘one-size-fits’ all approach to leadership is no longer the way to lead an organization. In today’s fast-paced world with multiple generations working together in the workplace, personalized encouragement and coaching is crucial to the success of an organization, but more importantly to the individual employees. An employee must be treated as an individual and encouraged to further themselves through personal growth and development in order to fulfill the motivational needs they have within themselves. By feeding the individual through growth and development, the individual performs better, is an active part of the success of the organization, and attains organizational citizenship. The literature review has also made it clear that individuals naturally fit into specific personality types. However, it seems there could
be a correlation between environmental factors changing the individual and their personality, which would ultimately affect their growth and development over time. More research must be completed in order to expand the knowledge of how personality types change over time and what motivating factors change as the individual changes. By furthering this research, the ability to understand how to encourage an individual to find their own specific path of proper growth and development would become easier for leaders and organizations to embrace.

The literature review confirms that it is vital to promote, encourage, and foster change within each individual as they develop over time. These efforts build well-adjusted employees who buy-in to organizational change as trusted, valued, and engaged partners in the organization. A great organizational plan will fail if it is forced on unwilling and unmotivated employees who do not trust the organization and do not feel valued. The individual that is encouraged to grow, develop, and positively change over time is the most important factor in organizational change as they are the driving force of what makes the organizational change succeed.
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