A Motivational Plan Using the Content Theories of Maslow, Herzberg and Aldefer.
1. Does Maslow's Hierarchy of Needs apply to this situation? If yes, how? If no, why not?

Certainly yes, Maslow’s hierarchy of needs apply to this situation. According to Maslow; both internal and external factors control human behavior (Borkowski, 2011). The external factors preside over the internal factors. Maslow described five levels of needs which are; physiological needs, safety and security needs, love and belonging needs, self-esteem needs and self actualization needs and he concluded that the four preceding levels of needs are deficit needs. These deficit needs (some of which are external) are physiological, safety, belonging, and self-esteem needs. “If any of these motivators (deficit needs) are not satisfied, they create an inner tension within an individual that must be fulfilled (Borkowski, 2011; Tanner, 2009 – 2014). Some of the external needs employees intend to satisfy include physiological needs, safety and security needs. Employers need to address these external needs by providing employees with an adequate remuneration package (Borkowski, 2011). The next three levels of needs are more psychological. They include love and belonging, self-esteem and actualization needs. If supervisors provide a sense of belonging and community, they can help their employees satisfy his or her love and belonging needs (Borkowski, 2011). A manager can help grow an employee’s self-esteem needs and feelings of self actualization by giving an employee attention and recognizing them for their achievements; carefully praising them and feeding them back positively; providing employees with opportunities to demonstrate their competence and giving employees an opportunity to participate in continuous education and activities that will develop them professionally (Borkowski, 2011). According to Borkowski (2011); “an individual must satisfy their lower level needs, at least to an appreciable state, before they can be motivated to achieve the higher levels in the hierarchy.

According to this illustration, despite Rosetta’s tardiness she is a valuable employee of Eastside General. Sally might be unable to satisfy her physiological needs of accommodation. She might be unable to afford accommodation close to the hospital. As a result, she might have to travel to work daily. She might also be unable to satisfy her safety and security needs if she lives in a neighborhood with high crime rates. As a result, if she needs to leave her home one hour before the 7a.m resumption time, she might decide to leave at 6.30a.m for safety and security reasons. It is very likely that Rosetta’s love, belonging and self-esteem needs are not satisfied at work (the admissions department). For instance, she unexpectedly requested for a transfer to another department. Despite being a resourceful employee, Rosetta might not be eager to go to work in the mornings. Probably, the inability of Sally and other members of the admissions department to satisfy Rosetta’s love, belonging and self-esteem needs resulted in a tension in her and her inability to satisfy her self-actualization needs of being punctual at work (Borkowski, 2011).

2. What are some of the motivational factors affecting Sally's and Rosetta's behaviors? In what ways, do each person's behaviors impact the other employees?
Some of the motivational factors affecting Sally and Rosetta’s behaviors are the organization’s leadership style, its reward system, organizational climate and work structure (Tracy, 2013). According to Tracy (2013); “four basic factors that motivate anyone in an organization are leadership style, the reward system, the organizational climate and the structure of the work”.

Other motivational factors affecting Sally’s and Rosetta’s behaviors are the internal and unstable attribution style (effort) (Borkowski, 2011). Rosetta is not putting in enough effort to change her behavior while Sally should also have put in more effort to get Rosetta change her behavior before she unexpectedly requested for a transfer to another department. Rosetta developed “learned helplessness”. She has constantly being tardy in the last nine months that she has worked at Eastside General’s admission department and she has never being punished for her behavior. Despite that she doesn’t want to lose her job, she has found it difficult to change. Instead she prefers to be transferred to another department. Unfortunately, the reality is that employees who work under conditions of learned helplessness for a long period of time often retain their attitude and remain unmotivated even after changing either the conditions or situations or both (Borkowski, 2011). Rosetta’s hardworking attitude is probably the reason why Sally was motivated to tolerate her for so long. Sally tends to favor Rosetta’s internal and stable attributions (Borkowski, 2011). Despite being tardy, Rosetta is a hardworking employee and would be an asset to Eastside General if she changes her tardy behavior.

Both of their behaviors impacted other employees negatively. Other employees are kept longer at work, they have to work longer hours and have their schedules interrupted by Rosetta’s tardiness and Sally’s transformational leadership style which is slow to act (Borkowski, 2011).

3. What is your assessment of Sally's conflict management style? What are your suggestions for Sally for dealing with this situation?

I believe Sally needs to improve on her conflict management style. Sally isn’t assertive (Borkowski, 2011). She did not put her foot down to ensure Rosetta is punctual at work.

For dealing with this situation, one would suggest that Sally needs to be guided by her professional ethics. She needs to hold her professional ethics and integrity in high esteem and communicate the truth about Rosetta’s tardiness and attitude (hard working) to the human resources department. It is very costly to the organization that Rosetta is constantly absent 15 to 30 minutes of the time every morning. This is because Rosetta ends up interrupting schedules, creating a need to keep staff longer, probably pay them for the extra hours and thereby, increasing cost (Borkowski, 2011). Rosetta has developed “learned helplessness”. Employees that work under conditions of learned helplessness for a long time often retain their attitude and remain unmotivated even
after changing either the conditions and or situations (Borkowski, 2011). If Sally communicates the truth about Rosetta’s attitude to work (tardy despite being hardworking) to the human resources department; this might act as a form of “negative reinforcement” for Rosetta and she might change her tardy attitude and become punctual if she is considered and transferred to another department or she is retained at the admissions department (Borkowski, 2011).

4. Would you describe Sally’s leadership style as that of a transactional or transformational leader? What are your suggestions for Sally in terms of her leadership style or approach in this situation?

One would describe Sally’s leadership style as that of a transformational leader. According to Borkowski (2011); “the transformational style of leadership incorporates emotion, values, and vision to motivate individuals and seeks to change the status quo”. A transformational leader inspires, is charismatic, intellectual and individualizes considerations (Borkowski, 2011 pg 211).

Sally did make an attempt to get Rosetta to change and improve on her tardiness by communicating her expectation and Eastside General’s mission to Rosetta. Rosetta got emotional in the process and wept. Sally is considerate; she is careful with handling this issue; she did give attention to Rosetta. Sally was slow to act on Rosetta’s tardiness and the human resources request of a recommendation letter about Rosetta’s attitude. When Sally got the notice from the human resources department to recommend Rosetta, she did acknowledge to herself that Rosetta is hardworking despite being tardy.

5. How should Sally approach the situation with Rosetta’s tardiness today? Should the request for transfer play a role in her decision? What should she do about that and why?

One would suggest Sally approach the situation with Rosetta’s tardiness today by adopting the reinforcement theory. Sally should schedule to have a face-to-face meeting with Rosetta during lunch break today. Sally should listen to Rosetta, find out her reason for being tardy and should feed Rosetta back on her plan to adopt a continuous reinforcement schedule for Rosetta (Borkowski, 2011). For example, a positive reinforcement like a word of praise every time she resumes on time and a negative reinforcement like a query whenever she comes late to work. This will in turn boost Rosetta’s love, belonging and self-esteem needs.

Today, Sally should also go ahead and respond to the human resources department and politely communicate the truth about Rosetta’s attitude to work. Sally should also recommend Rosetta for a time management course. This is necessary because if Sally is either retained in the admissions department or transferred to another department she isn’t likely to change. Rosetta has developed “learned helplessness” (Borkowski, 2011). A time management course will certainly help Rosetta improve of her time management skills.
References

