

Self-Help Resources and Two Factor Theory of Motivation

Self-Help Resources for Leaders
and Their Relation to The Two Factor Theory of Motivation

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Abstract

This paper conducts a qualitative analysis of self-help resources, specifically self-help books and TED talks, written for leaders. The analysis is conducted within the framework of the Two Factor Theory of Motivation identifying how the resources address the Hygiene-Motivate Model outlined in that theory. Through this analysis it was found that the resources analyzed did not contain all of the factors outlined in the theory and that the content did not provide practical guidance to increase a leader's skills.

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Signature Page

I certify that I have read this thesis and that, in my opinion, it is satisfactory in scope and quality as a thesis for the degree of Master of Professional Communication.

A handwritten signature in cursive script that reads "Kevin A. Stein".

Kevin Stein, Capstone Chair

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Introduction

As of 2018, over 68% of businesses are spending at least \$1,000 per employee per year on leadership and personal development with 32% spending more than \$5,000 per employee per year (Prokopeak, 2018, para. 9). Considering there are more than 128 million workers in the United States alone, the leadership and personal development industry is substantial. There are numerous established names in the field who routinely publish books to supplement speaking and training events. In addition to books, speeches, and training events; digital resources like videos focused on teaching are becoming more common. The TED organization has had over 1 billion views for the resources posted on the organization's website (TED Staff, 2012) and an additional 2 billion views on the organization's YouTube page (YouTube, 2020). Many of these videos directly address leadership and the development of new leadership ideas.

Organizations today are operating in one of the most complex environments that has ever existed (Cummings & Worley, 2009, p. 96). With profit margins shrinking and budgets getting tighter, it begs the question why spend so much on leadership development? In her book, *The Value of Talent*, Janice Caplan (2011) answers the question by asserting that that developing leaders is the best way to ensure that your business is successful into the future. Caplan assumes a modern viewpoint that is adopted by most businesses, that good leaders are an asset that needs to be protected to advance the business.

The development of strong leaders is directly associated with the motivation, performance, and happiness of employees. The overall happiness of the employees can be measured using the Two Factor Theory of Motivation as a framework. The skills employed by a

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leader impacts the level of job satisfaction or dissatisfaction in each of the framework factors (Fietkau, 2019).

Considering the prevalence of self-help resources specifically developed for leadership, it is important to understand the content that is being offered within these resources. This is particularly true when you consider that organizations are prioritizing the development of strong leaders to ensure the motivation and satisfaction of employees. Using the Two Factor Theory of Motivation as framework, this paper attempts to contribute to the understanding of the content being provided in self-help resources. Through a qualitative approach I will attempt to determine if the content contained within the resources addresses the motivation and hygiene factors included in the Two Factor Theory of Motivation and the themes associated with each.

Literature Review

Considerable research has been conducted to understand how self-resources are constructed, used, and applied in the real world. To best understand how they are applied to leadership, this literature review first examines the historical perspective of business consulting and the development of leaders. The review will then look at self-help books and TED talks as self-help resources. Finally, to understand the how these resources will be evaluated Two Factor Theory of Motivations will be examined.

Historical Perspective

The act of hiring a consultant to develop effective practices for your organization is a principle that is currently held in high regard and can show significant increases in employee

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performance (Migliore, Butterworth, Lyons, Foos, & Nye-Lengerman, 2018). In fact, there is an entire industry devoted to the development, publication, propagation, and delivery of their messages. However, the use of experts and consultants to improve the way a business or industry runs isn't new at all. Consulting is something that has grown out of operational-management and organizational communication theories; theories that began to develop during the Industrial Revolution of the late 1800s.

Henri Fayol is often considered to be the father of modern operational management theory (Miller, 2015). In the late 1800s and early 1900s he worked in the French mining industry where he developed his principles and elements of management. These elements and principles provided a roadmap for workers and leaders to ensure that they were filling their appropriate roles. Fayol stressed the importance of strategic planning to ensure that organizations were making decisions for the long run, rather than reacting to what was happening in front of them (Wren, 2001). The concept of strategic planning is a cornerstone for consultants today.

If Henri Fayol is considered to be the father of modern operational management theory, it is arguable that his contemporary Fredrick Taylor could be considered to be the father of business consulting. Taylor (1998) wrote that workers and industry are suffering through inefficiency in almost all of our daily acts. This idea was originally published in 1911 as part of his article, *The Principles of Scientific Management*. These principles were developed while assisting the managers of the Bethlehem Steele Corporation. While not called it at the time, Taylor was developing ideas as an organizational consultant.

Building upon the work of Fayol and Taylor researchers and scholars began to act as consultants. Elton Mayo conducted the Hawthorn Studies for the Western Electric Company (A

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Field Is Born, 2008). The Hawthorn Studies attempted to determine the factors that influenced the productivity of workers. Initially, the studies focused on physical factors, but eventually began to explore the role of leaders and their influence on an organization. The studies found that the skills used by leaders and supervisors had a larger impact on productivity than physical variables. These studies ushered in an era of academics working with industry to improve their processes. However, not all early consultants were industrialists or academics.

Dale Carnegie (2019), a name synonymous with workplace self-help, began his career of speaking and publishing books as early as 1913. His biggest hit, first published in 1936, *How to Win Friends and Influence People* is currently a best seller. His works as a business and professional self-help author has spawned an entire industry and is the basis for the Dale Carnegie Institute. Books, speaking arrangements, and a training institute is a model that many business and professional self-help providers use today.

Carnegie based very little of his work on academic research or scholarly publications (Dale Carnegie, 2019). Rather, he wrote books and taught professionals based upon his experience and interviews conducted with leaders of industry. Carnegie was a salesman following his service in World War I Due to his ability to connect with people he was successful in this trade. This success provided him an opportunity to travel and teach people his skills and techniques. This opportunity led to the consulting and self-help industry that we know today.

Self Help Books

A book about leadership or personal development, whether it is about workplace communication, decision making, the art of the deal, or commanding a board room; at its core, the text is nothing more than a self-help book. A self-help book is a piece of literature that

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typically follows a prescribed formula to make itself seem credible (Peary, 2014). Authors often avoid sounding academic, opting for a more informal tone. Since the majority of self-help books are for consumption by the general public, this informality lends, rather lowers, credibility of the author. The rhetoric used in the books avoids being too specific, this high-level approach allows readers at all levels to connect with the content that they are being provided.

The people who write self-help books may describe themselves as experts without any formal training in a particular area. Using relational self-help books as a source, Dunbar and Abra (2006) found that academics were the lowest represented authors among the cohort examined. The majority of top selling authors were individuals who had a degree of celebrity and experience and education only minorly associated with the topic that they were writing about. While Dunbar and Abra focused on relationships, the same principle holds true for business books. It is more important to have a recognizable name or brand than it does to have experience in the field that is being written about.

Self-help books, whether focused on professional or personal issues, are a major business despite being written about broad topics by unqualified authors. The explanation, as described by researcher Scott Cherry (2008), is a paradox in which self-help books sell because they are selling. The mere fact that a book sells more than another suggests that it is more credible than the books that sell less. Because academic books sell less volume than other books they are viewed as less credible than something that is not backed up by research. Following this logic, leadership and professional development books and authors that are popular don't necessarily provide valuable content for varied workforces. Yet, they continue to be considered the premier offering because they are considered established and the most credible.

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TED Talks

TED Talks are becoming more common as learning tools employed by leadership educators to present new ideas. For many leadership educators they are replacing more traditional resources used to explore ideas at a high level. They are finding that mixed with reading materials the short videos provide value in introducing new ideas (Raffo, 2016). The videos are presenting in an entertaining format that helps the learner to think of skill development as something they want to do, rather than something they have to do to reinvent themselves.

The TED organization, a non-profit, dates back to 1984 with the goal of spreading new ideas and inspire individuals through speeches and presentations less than 18 minutes long (TED.com, n.d.). The organization leveraged video streaming services to provide a unique communication model to reach a large audience. As people began to watch more and more they began to find the ideas presented to be not just interesting, but they were actually experiencing inspiration a change through the experience (Rogers, 2018). The ideas worth spreading, the organization's tag line, are actually spreading and making a difference.

The TED organization attempts to recruit experts and academics to present new ideas and topics, but that doesn't necessarily equate to credible or reliable information. The information presented is often the opinion or experiences of the presenter. Prior to doing a TED talk the presenter will meet with TED staff, have their presentation evaluated, and do several runs through of the presentation (Secrets of A Great TED Talk, 2013, p.40). This process isn't to fact check, rather to ensure that the presentation is entertaining. The tips for a successful talk from a

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TED organizers tell the story your way, work the crowd, and it's not about you. None of the tips are know what you're talking about.

Two Factor Theory of Motivation

The Two Factor Theory of Motivation is an organization theory that explores the factors that cause satisfaction and dissatisfaction within an organization (Herzberg, 1974). The theory suggests that as behaviors within an organization occur, they can raise and lower the level of satisfaction of the worker. Hygiene factors have a larger potential to increase job dissatisfaction if they are not focused on by leaders, while Motivator factors can increase job satisfaction if they are focused on. Depending on the state of the organization the level of dissatisfaction will vary, but all organizations start with a classic profile (see table 1). The level of satisfaction and dissatisfaction will change as the organization focuses on different factors.

Table 1: Classic Profile of Motivation and Hygiene Factors in an Organization

Hygiene (Job Dissatisfaction)	Motivators (Job Satisfaction)
Company Policy and Administration	Achievement
Supervision	Recognition
Interpersonal Relations	Work Itself
Working Conditions	Responsibility
Salary*	Advancement
Status	Growth
Security	Salary*

Note: This table was adapted from a version found in Herzberg 1974.

*Salary can be viewed as both a hygiene and motivator factor.

Numerous studies test the validity of the Two Factor Theory of Motivation in the real world. The level of influence a specific factor will have on an individual may vary, researchers have found that when leaders focused on hygiene and motivator factors there was an increase in employee

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satisfaction (Ozsoy, 2019). In particular, emphasis on motivators showed more of an increase in satisfaction than emphasis on hygiene factors.

Many researchers have used the Two Factor Theory of Motivation as the framework for analysis. This is due to the theory providing a foundational glimpse into how people feel about their job (Farr, 1977). This is not to be said that all individuals will react to all factors in the same way. However, the theory provides a strong foundation to conduct qualitative research by providing factors that do have some influence in the day to day operations of a workplace. This is particularly valuable when looking at how leaders influence the factors and the perception of employees about their leaders (Hollman & Daniels, 2018).

Through the literature review I discovered that the self-help industry has a long history, starting with Dale Carnegie, and is intertwined with some of the most influential studies, like the Hawthorn Studies, in business. This foundation has allowed for the development of a booming self-help industry. Self-help books are viewed by many people as their preferred source of personal development (Wild, 2018). An increase in the use of TED Talks as a resource for development is also growing as people turn to online resources. The literature review also looked at the Two Factor Theory of Motivation and how is it used as a tool for analysis. Using the Two Factor Theory of Motivation as a framework for analysis I hope to answer the following research questions:

RQ1: Does the content found within the analyzed self-help resources address the Hygiene and Motivator Factors identified in the Two Factor Theory of Motivation?

RQ2: Of the Hygiene and Motivator Factors addressed, does the content of the self-help resources provide specific enough guidance to influence job satisfaction or dissatisfaction?

Method

Hygiene and Motivator Factors

The Two Factor Theory of Motivation has been used as the framework for analyzing numerous elements of the workplace and the role that leadership plays. However, very little research has been done examining how leaders are developed to use the theory in making change in the organization. Further, there has been no research conducted to determine if the hygiene and motivator factors are even present within self-help resources. Determination of the presence of the factors was the first step in analysis. Once it was determined that a factor was present then common themes associated with each factor could be identified.

Resources Analyzed

The sample analyzed consists of 12 self-help books written specifically for leadership, see Appendix A, and the 12 videos that have been selected by the TED organization to make up their “*How to Be a Great Leader*” playlist, see Appendix B.

The 12 self-help books were selected at random from three categories. Either contemporary best seller, classic best seller, or resource used in an academic leadership setting. The sample analyzed is not intended to be all encompassing of resources on the market. Rather, they are intended to represent resources that a leader looking for leadership guidance would likely find readily available.

The 12 TED talks were selected by the TED organization. This group is not intended to be all encompassing of all digital materials available either through the TED organization or not.

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The group does not represent all digital materials concerning leadership that can be found on the TED organization website. Rather, they are the resources that a leader would likely view as they are part of the organization defined leadership series.

As this group of self-help books and digital resources are not intended to represent all self-help materials the intent is to provide further insight in the way that Two Factor Theory of Motivation is represented in common resources.

Analysis

Through the analysis of the leadership resources seven of the motivation and hygiene factors were found along with common themes associated with each factor. They do not address all elements of the theory (see Table 2). The factors and themes identified were not found in all resources.

Table 2: Application of Motivation and Hygiene Factors Found in Self-Help Resources for Leaders

Hygiene (Job Dissatisfaction)	Motivators (Job Satisfaction)
Supervision	Recognition
Strength	Constant
Catalyst for Change	Responsibility
Interpersonal Relations	Accountability
Positivity	Try Hard
Careful Criticism	Salary
Empathy	Goal
Working Conditions	
Trust	
Teamwork	
Consensus	
Security	
People are People	

Note: This table was adapted from a version found in Herzberg 1974.

*Salary can be viewed as both a hygiene and motivator factor.

Supervision

Supervision was a factor common in more contemporary resources. While not exactly how Herzberg would define supervision, the resources talked about how to be a good leader when directly working with employees.

Strength. A common theme when directly working with employees is that a leader had to be strong and courageous. They had to be able to be the person visible to all employees. John C. Maxwell (2007), describes why people want to follow a strong leader:

People don't follow others by accident. They follow individuals whose leadership they respect. People who are an 8 in leadership (on a scale from 1 to 10, with 10 being the strongest) don't go out and look for a 6 to follow, they naturally look for a 9 or a 10 (p.76).

Maxwell is implying that to be a good leader you must be stronger than the people who you are leading. In his TED talk Derek Silvers (2010) takes a slightly different take when he discusses how courageous strength makes someone a leader:

A leader needs the guts to stand out and be ridiculed. What he's doing is so easy to follow. Here's his first follower with a crucial role; he's going to show everyone else how to follow. Now, notice that the leader embraces him as an equal. Now it's not about the leader anymore; it's about them, plural. Now, there he is calling to his friends. Now, if you notice that the first follower is actually an underestimated form of leadership in itself.

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It takes guts to stand out like that. The first follower is what transforms a lone nut into a leader.

Silvers version of strength is in being courageous, rather than just strong. In her TED talk, Roseline Torres (2013) offers yet another variation on what strength is when she suggests that leaders who are strong take risks:

Great leaders dare to be different. They don't just talk about risk-taking; they actually do it. And one of the leaders shared with me the fact that the most impactful development comes when you are able to build the emotional stamina to withstand people telling you that your new idea is naïve or reckless or just plain stupid. Now interestingly, the people who will join you are not your usual suspects in your network. They're often people that think differently and therefore are willing to join you in taking a courageous leap. And it's a leap, not a step.

There is not consensus about what true strength is, however, each of the authors or speakers agree that in order to effectively provide supervision a leader had to be strong.

Catalyst for Change. Another common theme when directly working with employees is that they want to see a leader who makes changes within the organization. In his TED talk Drew Dudley (2010) discusses how a supervisory leader can help be the catalyst for change by reshaping the way that people think about something:

And if you change one person's understanding of it, understanding of what they're capable of, understanding of how much people care about them, understanding of how powerful an agent for change they can be in this world, you've changed the whole thing. And if we can understand leadership like that, I think if we can redefine leadership like

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that, I think we can change everything. And it's a simple idea, but I don't think it's a small one.

Dudley suggests that a leader must help people understand that they can make changes, even if they are small. Jacqueline Novogratz (2010) reinforces this idea during her TED talk when she says, "Sometimes very small investments can release enormous, infinite potential that exists in all of us". Novogratz goes on to say:

We need that kind of moral leadership and courage in our worlds. We face huge issues as a world -- the financial crisis, global warming and this growing sense of fear and otherness. And every day we have a choice. We can take the easier road, the more cynical road, which is a road based on sometimes dreams of a past that never really was, a fear of each other, distancing and blame. Or we can take the much more difficult path of transformation, transcendence, compassion and love, but also accountability and justice.

Novogratz takes the idea that inspiring small change can make big differences even on issue that are on a global scale. These presenters suggest that being a catalyst for change is a requirement for being a good leader because the change that they make is inevitable and may not be deliberate.

Interpersonal Relationships

The building of interpersonal relationships is a main focus for most of the authors and presenters of the self-help resources. They often rely upon the idea that an organization is interpersonal relationships and that having strong interpersonal relationships makes for a strong organization. The methods to achieve strong interpersonal relationship differ from author to author without much consensus.

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Positivity. One way to ensure that an interpersonal relationship is to focus on the positive elements of the relationship. Focusing on positivity will carry a message further into the organization than to focus on negativity. For example, Jon Gordan (2017) discusses a foundation for positivity in an organization:

Research demonstrates that people who experience more positive emotions than negative ones are more likely to see the bigger picture, build relationships, and thrive in their work and career, whereas people who experience mostly negative emotions are more likely to have a more narrow perspective and tend to focus on problems (p.10).

He further demonstrates that positivity will make the people in your organization the best that they can be:

The research is clear. Positivity is about more than having a positive state of mind. Its also about a life changer and gives people a competitive advantage in business, sports, and politics. While pessimists are complaining about the future, energy vampires are sabotaging it, and the realists are talking about it, the optimists are working hard with other to create it (p.11).

Robert Iger (2019), former CEO of the Walt Disney, draws upon his real-life experience to show how optimism is one of the principles for real leadership:

Optimism sets a different machine in motion. Especially in a difficult moment, the people you lead need to feel confident in your ability to focus on what matters, and not to operate from a place of defensiveness and self-preservation (p.87).

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Iger goes on to speak to why positive leadership is so important, “The tone you set as a leader has an enormous effect on the people around you. No one wants to follow a pessimist” (p.87). In this application positivity isn’t just a benefit to the organization, it is an element that must exist otherwise the organization will suffer.

Careful Criticism. The authors found that regardless of how much positivity exists in an organization there are times when criticism must be provided. To ensure the maintenance of good interpersonal relationships it is important to provide careful criticism. Dale Carnegie (1936) demonstrates this strategy, “Calling attention to one’s mistakes indirectly works wonders with sensitive people who may resent bitterly any direct criticism” (p.201). Carnegie offers that a leader must be careful when offering criticism because they don’t know how the receiver will react. James Kouzes and Barry Posner (2012) reinforce this idea:

Without feedback there is no learning it’s the only way for you to know whether or not you’re getting close to your goal and whether or not you’re executing properly. Feedback can be embarrassing, even painful. While most people realize intellectually that feedback is a necessary component of self-reflection and growth, they are often reluctant to make themselves open to it. They want to look good more than they want to get good (p.284).

Both resources suggest that feedback and criticism must be planned if it must be given. If it is not, then it has the potential to influence the overall dissatisfaction in someone’s work.

Empathy. As with everyday interactions, the authors suggest that having empathy makes a stronger person. As a leader it allows them to see things from the perspective for the worker. Patterson, Grenny, McMillan, and Switzler (2012) suggest that empathy is important when having a crucial conversation with someone in the organization:

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Empathy often replaces judgement, and depending on how we've treated others, personal accountability replaces self-justification. They go on to assert that leaders should ask why a reasonable, rational, and decent person might be acting a certain way not to excuse others from any bad things they may be doing (p. 124).

Criss Voss and Tahl Raz (2016) take a more aggressive approach to empathy in our interpersonal relationships with the concept of Tactical Empathy:

Tactical empathy is understanding the feelings and mindset of another in the moment and also hearing what is behind those feelings, so you increase your influence in all the moments that follow. It's bringing our attention to both the emotional obstacles and the potential pathways to getting agreement done (p.52).

Whether being tactical or to make connections, the authors would assert that empathy helps leaders reach people on a more personal level. The absence of empathy can increase dissatisfaction for a worker.

Working Conditions

When discussing working conditions, Herzberg is referring to the physical environment that exists for a worker. The authors and presenters approach working conditions in a more abstract way looking at the emotional working conditions that leaders create.

Trust. Building trust among team members, within an organization, or with those who interact with the organization is important in being successful and crucial for creating a good work environment. The authors assert that trust is difficult to create and even more difficult to maintain. Simon Sinek (2009) discusses trust and being multifaceted:

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Trust is not a checklist. Fulfilling all your responsibilities does not create trust. Trust is a feeling, not a rational experience. We trust some people and companies even when things go wrong, and we don't trust others even though everything might have gone exactly as it should have. A completed checklist does not guarantee trust. Trust begins to emerge when we have a sense that another person or organization is driven by the things other than their own self-gain (p.84).

Sinek suggests that trust doesn't happen quickly or easily. That is what makes trust so complex. Brené Brown (2018) discusses vulnerability as it relates to trust and explains some of the mechanisms that make it so slow and difficult:

I've seen the word trust turn an openhearted person into a Transformer in a matter of seconds. Just the slightest inkling that someone is questioning our trustworthiness is enough to set total vulnerability lockdown into motion. You can almost see it happening: shields engaged? Check. Armor up? Check. Heart closed? Check. Defenses activated? Check (p.221).

Brown goes on to discuss why trust is important to create an effective work environment, "Trust is the glue that holds teams and organizations together. We ignore trust issues at the expense of our own performance, and the expense of our team's and organization's success" (p.222).

The authors suggest that if trust is lost or not maintained that it will cause workers performance to go down and their satisfaction to lessen.

Teamwork. When creating a work environment, the presenters claim that people want to feel as though they are part of a team. They also want to feel as though that team is working

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together effectively. In his TED talk, David Logan (2009) discusses the way that people come together as different types of teams:

We all form tribes, all of us. You're in tribes here. Hopefully you're extending the reach of the tribes that you have. But the question on the table is this: What kind of an impact are the tribes that you are in making? You're hearing one presentation after another, often representing a group of people, a tribe, about how they have changed the world. If you do what we've talked about, you listen for how people actually communicate in the tribes that you're in. And you don't leave them where they are. You nudge them forward.

One type of team that must work together to be successful is a symphony. They must communicate, listen, and move together. In his TED talk, conductor Itay Talgam (2009) discusses how leaders should create a positive work environment through leading teams in the way a conductor leads an orchestra:

But how does it really work together if it doesn't give them instructions? It's like being on a rollercoaster. Yeah? You're not really given any instructions, but the forces of the process itself keep you in place. That's what he does. The interesting thing is of course the rollercoaster does not really exist. It's not a physical thing. It's in the players' heads. And that's what makes them into partners. You have the plan in your head. You know what to do, even though Kleiber is not conducting you. But here and there and that. You know what to do. And you become a partner building the rollercoaster, yeah, with sound, as you actually take the ride. This is very exciting for those players. They do need to go to a sanatorium for two weeks, later. (Laughter) It is very tiring. Yeah? But it's the best music making, like this.

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To avoid dissatisfaction members of a team, need to feel as though they belong. Whether they are an office worker, a team member, or a musician in a symphony they need to see that they are part of something greater than themselves.

Consensus. When working in a team people want to feel like they are moving in the same direction. They need to feel as though they are on the same page as everyone else. To achieve this, they need to have the information necessary to achieve consensus. Leaders are responsible for providing the consensus. In his TED talk, Stanley McChrystal (2011), former US Army General, discusses building why building consensus is his primary role:

You probably think that the force that I led was all steely-eyed commandos with big knuckle fists carrying exotic weapons. In reality, much of the force I led looked exactly like you. It was men, women, young, old -- not just from military; from different organizations, many of them detailed to us just from a handshake. And so instead of giving orders, you're now building consensus and you're building a sense of shared purpose. Probably the biggest change was understanding that the generational difference, the ages, had changed so much.

McChrystal shows that building consensus in groups can be difficult because people are different. That is why it is important to explain why the team needs to work together. In his TED talk, Simon Sinek (2009) discusses why explain the why to a team builds consensus and builds a stronger workplace:

Whether they're individuals or organizations, we follow those who lead, not because we have to, but because we want to. We follow those who lead, not for them, but for

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ourselves. And it's those who start with "why" that have the ability to inspire those around them or find others who inspire them.

If a leader has not created consensus it is going to contribute to the overall dissatisfaction of employees. That is why leaders have to actively ensure that everyone is on the same page regardless of who the people are or the differences between them.

Security

To some authors the role of a leader in creating a secure environment is making sure that people know they will have a job every day that they come in. They need to know that a leader sees them just as important to the organization as the bottom line. That way they will look out for them.

People are People. In a data driven world that is fraught with numerous stakeholders, it is easy to make decisions based on results and not people. That is why Simon Sinek (2014) emphasizes that leaders must lead people and not numbers. Sinek demonstrates this by discussing times of struggle at GE:

It turns out the number of internal complaints goes up right at the time when some companies start looking at their end-of year numbers and making preparations for layoffs to meet their projections. It seems that at the end of the year, employees start filing complaints in an attempt to protect their bonuses and, at the same time, their jobs. It's not a culture that inspires people to give their blood sweat and tears to the company, its leaders or each other. It's a culture of watching your own back... and so they do (p.170).

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Sinek contrasts the situation at GE with an example from Costco, “Sinek knew that if the company treated employees like family they would reciprocate with trust and loyalty” (p.174).

Sinek implies that security can either create a positive workplace or a negative one. This can be difficult when running a large company but is none the less important. Robert Iger (2019)

discusses how integrity is an important part of providing security when running a large company:

I learned from them that genuine decency and professional competitiveness weren't mutually exclusive. In fact, true integrity, a sense of knowing who you are and being guided by your own clear sense of right and wrong, is a kind of secret weapon (p.28).

If people don't feel safe their dissatisfaction levels will increase because they no longer feel like the leader cares. This is true whether you are leading a large company like Costco, Disney, or GE or a small team.

Recognition

To see that they are doing a good job, employees need to feel recognized. They need to feel as though the leader sees, not only the big successes, but they also see the small things that make the organization work.

Constant. Many of the authors assert that recognition isn't something that can happen occasionally, rather it is something that has to happen all of the time. James Kouzes and Barry Posner (2012) demonstrate this, “By putting these essentials (expect the best and personalize recognition), you uplift people's spirits and arouse the internal drive to strive” (p.275). They go on to discuss the interval for recognition with an example from a law firm they studied, “To foster a sense of spirit and community, regular celebrations were held for everyone in the firm” (p.274).

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Recognition has to happen all of the time, but it doesn't have to look the same to all people. Recognition just has to be big enough for the receiver to notice. Simon Sinek (2014) suggests that constant recognition comes from a far more primal place, "The bigger the goal, the more effort it requires, the more dopamine we get. This is why it feels really good to work hard and accomplish something difficult" (p.42). Sinek suggests that small acts of recognition can evoke this response for individuals.

In order to maintain a high level of satisfaction, people need to have constant recognition. This feeds into not only their feelings about themselves and their work, but also into an instinctual drive to do well.

Responsibility

When Herzberg talks about responsibility, he is referring to the amount of responsibility that an employee has. However, when the authors discuss responsibility, they focus more on the personal responsibility of the leader to ensure that they are working to do a good job for the organization.

Accountability. To be responsible, the authors suggest that a leader has to be accountable to themselves for their own work and that they need to hold the members of their organization accountable. Jason Redman (2019) applies the concept of accountability in leadership to his time as a Marine, "Ownership recognizes our own negativity and failure first, and then it finds the people in your team and organization who are harboring it through complaining, blame, and pity parties" (p.62-63). Redman goes on to discuss the fear of owning something wrong:

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It's natural to not want to look weak. Sometimes you refuse to own something because you're afraid to own it, you won't be able to fix it. Or you know there's hell to pay.

Those are just excuses designed to protect your ego. You have to drop them (p.67).

Redman takes a very aggressive approach to personal accountability. In that it is failure to not be accountable. Jon Gordon (2017) takes a much softer approach when holding his teams accountable, "I believe that the positive leaders who are able to create amazing teams and results provide both a lot of love and a lot of accountability" (p.140).

By providing accountability employees know exactly what the expectations for them are. This knowledge helps to increase satisfaction. The application of a soft or hard approach would vary from leader to leader.

Try Hard. Personal responsibility is something that many presenters focus on. Personal responsibility is boiled down into the simple idea that people should try as hard as they can. John Wooden (2001) discussed this concept when discussing his career as an educator and athletic coach, "Don't whine. Don't complain. Don't make excuses. Just get out there, and whatever you're doing, do it to the best of your ability. And no one can do more than that". Wooden stresses that trying hard doesn't require trying hard because it is just something you should do. Wooden goes on to further demonstrate this idea:

That's what really matters: if you make an effort to do the best you can regularly, the results will be about what they should be. Not necessarily what you'd want them to be, but they'll be about what they should; only you will know whether you can do that.

To maintain satisfaction employees, need to see that their leaders are working as hard as they are expected to work.

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Salary

Regardless of how much people love their job they work because they have to make a living. Salary can drive satisfaction or dissatisfaction based upon the situation. This important part of an employee's life is only mentioned in passing in the resources.

Reward. Authors who discuss salary talk about it as something people can work toward. It is the carrot that gets people where they need to be and achieve what they need to do. It also helps them to take the next step in their career. Steven Covey (1989) demonstrates this as part of his win/win strategy of training employees:

The trainees were highly motivated by both the opportunity and the increased salary to meet criteria as soon as possible. There was a big win for them, and there was also a big win for the company because they would have assistant branch managers who met result-oriented criteria instead of just showing up for twelve different activity traps (p.236).

Salary is a large part of every employee's life. Covey addresses it as something that can be used as a motivating tool.

Discussion

This study analyzed the content found within self-help resources as it applies the hygiene and motivator factors that make up the Two Factor Theory of Motivation. Of the fourteen possible factors outlined in the theory, with salary being counted as both a hygiene and motivator factor, only seven factors could be identified within the resources analyzed. The authors and presenters did not address or provide any guidance to leaders for half of the factors that can influence satisfaction or dissatisfaction in the workplace. Of the seven factors located and

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analyzed three of the factors, while present, addressed the factor in an abstract or high-level way rather than addressing the elements of the factor that may cause satisfaction or dissatisfaction.

All of the self-help books contained at least one reference to either a hygiene or motivator factor. However, three of the twelve TED talks didn't provide any content that was related to either a hygiene or motivator factor. Rather, they discuss topics concerning too few women leaders and trial & error in relation to the god complex. The other TED talk seemed to have potential as it was titled, *Learning from Leadership's Missing Manual*, however rather than focusing on any usable leadership techniques it discussed the work of a specific non-profit. Considering these resources were identified as making a better leader, potential viewers are left without any skill or idea that they can apply to their organization to increase or decrease satisfaction. All of the resources were entertaining to watch but provided very little practical value.

Of the content that did address either a hygiene or motivator factor, it was done at a high level opting for a personal narrative about the topic and a general statement, but not taking the next step to provide clear and direct guidance. This approach was consistent across all resources. To illustrate, this is an example from Robert Igor (2019) concerning the trust he has for employees as he discusses changes to the magazine division of Disney:

In the end, Larry allowed the venture to go forward. He was reluctant to pick a fight with me so soon after I'd joined the company, but the signal was clear that from then on there would be no freelancing at Disney. In fairness, it was a small idea, and arguably not worth the time and investment (though we ended up selling W and Jane to Si Newhouse at Condé Nast and made profit from the transaction). But there's a way to convey that

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while also conveying that you trust the people who work for you and preserving in them an entrepreneurial spirit (p.60-61).

Igor stops the thought at this point without any further discussion about creating a culture of trust. He simply picks up with a new narrative. This formula, while entertaining and effective in captivating a reader, provides very little usable information that a leader could employ.

Throughout the resources, authors consistently relied upon narrative to demonstrate a point or to act as a metaphor for the concept that they were discussing. In general, however, these narratives did not address one of the factors that would increase the satisfaction of a work environment. Rather, they worked to make the reader or view feel more connected to the author or presenter. For example, in his TED Talk John Wooden (2001), who was 91 at the time recounted a story from early in his career:

I coined my own definition of success in 1934, when I was teaching at a high school in South Bend, Indiana, being a little bit disappointed, and disillusioned perhaps, by the way parents of the youngsters in my English classes expected their youngsters to get an A or a B. They thought a C was all right for the neighbors' children, because they were all average.

The story endears the viewer to the speaker because they are applying credibility to a lifetime of experience. Wooden is also discussing an experience that is relatable to a wide audience. Since they are familiar with the concept, they may apply credibility. Wooden then moves on to another topic providing no practical advice to this interpersonal interaction. This approach is used over and over in the resources. Entertain the audience, but don't tell them anything that they would be able to use to make changes in the way they do things.

Conclusion

Through the application of the Hygiene-Motivator Model of the Two Factor Theory of Motivation, the resources analyzed provided little practical resources that a leader could use to develop their skills. This analysis supports research outlined in the literature review that self-help resources are developed for entertainment, rather than education. This can be demonstrated by the half of all factors missing from the texts themselves. Of those that were included in the analysis I was generous in allowing content to fit into a given factor category, an example would be allowing abstract ideas represent work environment. The authors seem to avoid discussing any real workplace, situation, or needed change opting for lighthearted, informal language.

Limitations to this research may influence the overall outcome. While every attempt was made to ensure that that an unbiased cross section of resources was gathered, I was limited on how many resources could be analyzed. If more resources were analyzed it is possible that more factors could be present in the self-help resources. There is also potential that the factors and themes associated with he factors could more specifically address elements that cause satisfaction or dissatisfaction in the workplace. Additional research would include further analysis of a larger sampling of resources.

Another limitation of this research is the limiting framework found within the Two Factor Theory of Motivation. This theory only encompasses fourteen factors that determine whether employees are satisfied or dissatisfied. This research attempted to determined if the resources addressed these factors, which they did not. However, this is just one of many theories concerning how organization operate and how to be a good leader. Additional research would

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complete an analysis of the resources using a different set of criteria. Something less rigid may provide a different outcome.

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Appendix A

Author(s)	Title
Brown, Brené	<i>Dare to Lead</i>
Carnegie, Dale	<i>How to Win Friends and Influence People</i>
Covey, Stephen R.	<i>The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change</i>
Gordon, Jon	<i>The Power of Positive Leadership</i>
Iger, Robert	<i>The Ride of A Lifetime: Lessons Learned from 15 Years as CEO of the Walt Disney Company</i>
Kouzes, James; Posner, Barry	<i>The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations</i>
Maxwell, John C.	<i>The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You.</i>
Patterson, Kerry; Grenny, Joseph; McMillan, Ron; Switzler, Al	<i>Crucial Conversations: Tools for Talking When Stakes Are High</i>
Redman, Jason	<i>Overcome: Crush Adversity with the Leadership Techniques of America's Toughest Warriors</i>
Sinek, Simon	<i>Leaders Eat Last</i>
Sinek, Simon	<i>Start with Why: How Great Leaders Inspire Everyone to Take Action</i>
Voss, Chris	<i>Never Split the Difference: Negotiating Like Your Life Depends on It</i>

Appendix B

Speaker	Title
Dudley, Drew	<i>Everyday Leadership</i>
Logan, David	<i>Tribal Leadership</i>
Harford, Tim	<i>Trial, Error, and The God Complex</i>
McChrystal, Stanley	<i>Listen, Learn.... Then Lead</i>
Novogratz, Jacqueline	<i>Inspiring A Life of Immersion</i>
Sandberg, Sheryl	<i>Why We Have Too Few Women Leaders</i>
Sinek, Simon	<i>How Great Leaders Inspire Action</i>
Sivers, Derek	<i>How To Start A Movement</i>
Talgam, Itay	<i>Lead Like the Great Conductors</i>
Torres, Roselinde	<i>What It Takes to Be A Great Leader</i>
Wicker-Miurin, Fields	<i>Learning from Leadership's Missing Manual</i>
Wooden, John	<i>The Difference Between Winning and Succeeding</i>