

INTANGIBLES THAT MATTER FOR HCM: SELF-
ACTUALIZATION - A CASE STUDY OF A BRAZILIAN
COMPANY

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Management

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Resumo

O papel fundamental da gestão de Recursos Humanos nas organizações é o de criar e medir as condições necessárias para a manifestação de uma força de trabalho saudável e produtiva que constitua uma fonte de vantagem competitiva e sustentável. O interesse das organizações em abordar os intangíveis no topo da pirâmide de Maslow tem vindo a crescer, contudo o nosso conhecimento sobre como fazê-lo é muito incompleto. Este estudo dedica-se a investigar os colaboradores vivendo o seu potencial máximo no espaço onde dedicam grande parte do seu tempo: o trabalho. Através de um estudo de caso, investigou-se como é que o Hotel Urbano está a abordar as necessidades de auto-realização dos colaboradores. Investigou-se também a possibilidade de que a relação entre os colaboradores auto-realizados e o seu compromisso afetivo com a organização é moderada pela gestão dos intrínsecos da função tais como a autonomia, o reconhecimento, as oportunidades de crescimento e o significado da tarefa. A partir de uma amostra composta por trabalhadores brasileiros (N = 151), foram analisados questionários e o conteúdo de uma entrevista feita ao diretor de RH. Os resultados não suportam os efeitos de moderação, mas apoiam as hipóteses de correlação positiva entre auto-realização, compromisso afetivo e gestão de fatores intrínsecos, deixando espaço para futuras pesquisas sobre como estas variáveis se relacionam entre si. O contributo principal desta investigação salienta a importância da gestão do potencial dos colaboradores como uma estratégia para alcançar maiores e significativos resultados organizacionais.

Palavras-Chave: motivação, auto-realização, comprometimento afetivo, gestão dos intrínsecos da função

Jel Classification:

J24 – “Human Capital; Skills; Occupational Choice; Labor Productivity”

D23 – “Organizational Behavior”

Abstract

The fundamental role of Human Resources Management in organizations is to create and measure the right conditions for a healthy productive workforce to emerge and represent a source of sustainable competitive advantage. Business interest in how to address the intangibles in the top of Maslow's pyramid is growing, but our understanding of how to do it is very incomplete. This paper is about employees living up to their full potential in the workplace. Through a case study, we investigated how the company is addressing the employee's higher needs of self-actualization and also the possibility that the relationship of self-actualized employees and their commitment towards the organization is moderated by the management of intrinsic aspects of the function such as autonomy, recognition, growth opportunities and task significance. We examined questionnaires from a sample of Brazilian employees (N=151) and qualitative information from an interview with the HR Director. Results did not support the moderation effects but supported the hypothesis of positive correlation between self-actualization, affective commitment and management of intrinsic factors, leaving space for future research on how these variables relate to each other. The main contribute of the current study is raising awareness on the importance of workforce's potential as a strategy to achieve peak performances.

Keywords: motivation, self-actualization, affective commitment, management of function's intrinsic factors

Jel Classification:

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1. Introduction

The rapid evolution of information and knowledge era has forced firms to ground their value creation primarily on the intangible assets besides the traditional physical assets (Grimaldi, Cricelli & Rogo, 2012). Management literature, in particular the resource-based view (RBV), has also followed the trend, acknowledging the fundamental role of intangibles and human capital (HC) in the creation of value (Barney, 1991; Barney & Wright, 1998; Grant, 1991; Lev, 2001; Quinn *et al.*, 1996). Intellectual Capital (IC) combines all the intangibles based on knowledge that an organization can use to acquire a competitive advantage and create value (Hamel & Prahalad, 1994). The RBV states that the competitive advantage relies on the characteristics of the resources detained by firms, on the firm's capability of exploiting them, and on their distinctive competences (Grimaldi, Cricelli & Rogo, 2012). These resources must fulfill four criteria referred to as valuable, rare, inimitable and non-substitutable.

Years of research brought numerous definitions of IC, however three components appear consistently: Human Capital, Structural Capital and Relational Capital. Dave Ulrich (1998) proposes a simple, yet measurable and useful definition of IC: intellectual capital = competence x commitment. This equation suggests that within a unit, employee's overall competence should rise but that competence alone does not secure intellectual capital. Intellectual capital requires both competence *and* commitment. Because the equation multiplies rather than adds, a low score on either competence or commitment significantly reduces overall intellectual capital. So, IC as the commitment and competence of workers is embedded in how each employee thinks about and does work and in how an organization creates policies and systems to get work done.

This dissertation will only focus on the Human Capital component, because it belongs uniquely to the employees and it raises challenging Human Resources strategies and practices. HC encompasses all competencies, knowledge, experience, creativity, attitude and motivation of an organization's workforce (Davenport, 1999). In the management community, the definition of HC embraces all HC initiatives to recruit, develop, and retain employees (Tracey, 1991). Edvisson and Malon (1997) consider that HC is the combined knowledge, skill innovativeness and ability of the company's individual employees. Within the Human Capital component, this paper will rely

specifically in the competence and motivation of employees because it is regarded as a main issue in talent retention of Brazilian companies.

The rise of knowledge work as a dominant activity in our economy has driven the development, coalescence, and emergence of a new class of workers—those who produce and apply information and knowledge - known as knowledge workers, or the creative class (Khanna & New, 2008). This new generation has two main characteristics that puzzles top manager's minds, first of all they are strongly motivated by higher needs of autonomy and self-actualization and second they are less loyal to their company than even before. In this paper, I propose that this loyalty might be a matter of attending employee's self-actualization needs as well as an adequate management of intrinsic factors of their function such as autonomy, recognition, growth opportunities and task significance.

Inspired in the teachings of Maslow's pyramid of human needs, this paper is about the miracle of human potential: employees living up to their full potential in the workplace. If we consider that organizations are just communities of relationships, one of truly differentiating characteristics of leaders is the quality and durability of the relationships they create. Fred Reichheld (2001) says that the fundamental job of a leader is to be a role model, an exemplary partner whose primary goal is to help people grow to their fullest human potential. Great leaders know how to tap into potential and actualize it into reality (Chip Conley, 2007). Imagine if organizations were designed to allow the majority of people to self-actualize and discover their true talents and passions, and then commit to a relentless pursuit of those activities toward a pinnacle of excellence (Jim Collins, 2001).

It's a matter of where we focus our attention, is it on the tangible base or the intangible top of the pyramid? The present research aims to understand how employee's higher need of self-actualization is being addressed in the Brazilian context. Part of the research purpose is also to figure out if self-actualized employees are the ones more committed with the organization and this relationship is moderated by the management of the function's intrinsic aspects such as autonomy, responsibility, recognition, achievements and growth opportunities.

2. Literature Review

In this chapter, we present the state of the art regarding the main variables of the study. Significant literature is presented in five sections. The first 2 sections approach the nature of human motivation and relevant motivation theories. The third section explains self-actualization, followed by the fourth section which introduces the management of intrinsic factors. The last section refers to organizational commitment.

2.1 The Nature of Human Motivation

Before more fully introducing the notion of Self-Actualization, it is necessary to describe its connection to what is known as the nature of human motivation, in order to contextualize the readers into its first appearance in the literature. The idea of motivation has obvious interest for students of human behavior, being a major domain of explanations for why we do the things we do the way that we do them (Forbes, 2011). As generally defined, motivation is “a desire operating on the will and causing it to act” (Merriam-Webster Dictionary, 2010, p. 810). In more psychological terms motivations provide the motor for behavior (Fiske & Taylor, 1984). Motivation concerns energy, direction, persistence and equifinality – all aspects of activation and intention (Ryan & Deci, 2000). Reflection on this matter, suggests that people are moved to act by very different types of factors, with varied experiences and consequences. People can be motivated because they value an activity or because there is external coercion and both are a matter of culture significance. The concept of needs is very important on the understanding of human motivation. According to Ryan & Deci (2000), a basic need, whether physiological or psychological, is an energizing state that, if satisfied, conduces toward health and well-being but, if not satisfied, contributes to pathology and ill-being.

The concept of motivation, as the primary driver of behavior, has a long and honorable history, including the most well known psychological theories, such as Freudian psychodynamics, Maslow’s hierarchy of needs and McClelland’s need for achievement. Past theories of motivation have often sought to account for the entire range of motivations, from physiological reflexes and instincts, to biological drives, to cognitive needs, up to and including social motives. These models, and many others, are fundamental in our efforts to understand why we do what we do (Forbes, 2011).

Classic motivation theories have been concerned with both the energization and the direction of behavior. Energization has been explained with concepts like tensions (Lewin, 1936), physiological needs and their resulting drive states (Hull, 1943), and psychological needs (Murray, 1938), while direction has been explained with concepts like associative bonds (Hull, 1943; Skinner, 1953) and intentions (Lewin, 1951). Within Self-Determination theory (Deci, 1985), energization for action comes either directly or indirectly from basic psychological needs. Vitality, which is the energy available to the self – that is, the energy exhilarating and empowering, that allows people to act more autonomously and persist more at important activities (Deci & Ryan, 2008). In the 1950s, the emergence of a cognitive perspective, which focuses on the cognitive regulation of behavior, had a fundamental impact in motivation theories. Expectations about future outcomes become a central explanation in behavior control, rather than associative bonds. In line with this perspective, several theorists postulated about contingency expectations (Rotter, 1966), efficacy expectations (Bandura, 1977), and the valence of expected outcomes (Vroom, 1964). Within this general field, Locke & Latham (1990) in the Goal theory propose that behaviors are determined by intentions to attain various goals, outcomes, or standards. People will accept and work to attain specific and difficult goals, if they understand the behaviors that lead to the goals, if they feel competent to carry on with those behaviors and if goals are valent. So far, in all these theories, motivation is treated as a unitary concept, in other words, all behavior is assumed to be initiated by a decision and guided by a standard (Deci, 1992). Heider (1958) proposed an important distinction between personally and impersonally caused behaviors. The former behavior is motivated or mediated by intentions, the later is amotivated and therefore not mediated by intentions. Deci & Ryan (1991), propose that intentional behaviors differ in the extent to which they are self-determined versus controlled or pressured by some external or intrapsychic force. The regulatory process that underlies self-determined behavior is choice, that is, a perceived internal locus of control. In the other hand, the central regulatory process of controlled behaviors is compliance. Self-determination theory (Deci & Ryan, 1995), as a recent cognitive theory, makes an additional and novel contribution by specifying the regulatory processes of intentional behavior (self-determined vs. controlled). This theory will be further explained in the next section.

In summary, motivational concepts in the literature provide considerable explanation for human behavior. However, according to Deci (1992) a comprehensive theory of motivation requires 1) the concept of goals, 2) the concept of human needs to explain the content of human motivation and 3) the concept of multiple regulatory processes to explain qualitative aspects of performance.

2.2 Relevant Motivation theories

Self-actualization (SA) concept has been frequently used by various management writers from the neo-human relations theorists of the 60s to recent job-design researchers, so as to specifically understand employee's motivation and performance. The need for self-actualization may be found across a great number of motivation theories existent in the literature. Considering the purpose of this paper and space constraints I choose to briefly describe the 5 theories that best explain Self-Actualization. They are Maslow's Hierarchy of Needs (1954), McGregor's Theory X and Y (1960), McClelland's theory of Needs (1961), Alderfer's ERG theory (1969), and Deci's Self-Determination theory (1985). These authors are renowned for their works in this field and I believe their theories are very adequate to justify the choice of SA as a main variable of my dissertation thesis.

Table I. Summary of the main motivation theories that support self-actualization

Motivation Theory	Author (Year)	Support for Self-Actualization concept
1. Hierarchy of Needs	Abraham Maslow (1954)	Self-Actualization
2. Theory X and Y	Douglas McGregor (1960)	Theory Y
3. Theory of Needs	David McClelland (1961)	Need for Achievement
4. ERG theory	Clayton Alderfer (1969)	Growth Needs
5. Self-Determination theory	Edward Deci (1985)	Intrinsic Motivation Need for Competence

Maslow's Hierarchy of Needs

The classical Maslow's Hierarchy of Needs (1954) has done much to popularize the concept of self-actualization, originally put forward by Goldstein (1939). This theory is, according to Greene and Burke (2007), a diagram etched in the minds of most business and social sciences majors and many practitioners. It has been widely accepted despite the fact it hasn't been empirically validated and very contested across authors.

Maslow studied individuals who he thought to be maximally healthy, superior and exceptional in attainment of capacity, describing then, in his work, a healthy person based on their characteristics (Summerlin & Bundrick, 1996). Maslow postulated that only needs not yet satisfied influence human behavior, working as behavior motivators. Needs are defined as a state of deficit in Maslowian conceptualization (Sengupta, 2011). Behavior is then controlled by a limited number of developing fundamental needs which operate in a fixed sequence (in ascending order of prepotency). One of the model's assumption, as Maslow believed, is that a lower level of needs has to be satisfied so as the next level gains importance and becomes a primordial motivator. This is so called the proposition of deprivation and gratification which demonstrates the dynamic forces that link needs to general behavior. Deprivation or dissatisfaction of a need of high prepotency will lead to the domination of this need over the organism's personality. The satisfaction or relative gratification of a given need submerges it and activates the next higher need in the hierarchy. This process of deprivation – domination – gratification - activation continues until the physiological, safety, affiliation and esteem needs have all been gratified and the self-actualization need has been activated (Wahba & Lawrence, 1976).

He develops a pyramid in which bottom needs are the physiological ones (hunger, thirst, sleep), moving upward to safety and security; social needs (love and belonging); esteem needs and finally self-actualization. Maslow suggests that needs are intrinsic in the structure of human nature itself: that they are biologically and genetically based, as well as culturally developed (Sengupta, 2011). The fifth and last level of the pyramid is distinctly different from the previous four, thus, Maslow used the term "Being needs" or "Growth needs" in contrast to "Deficit needs" to describe this level (Greene & Burke, 2007). Maslow conceptualized self-actualization as a person's desire for self-fulfillment, namely, the tendency "to become more and more what one idiosyncratically is" (Maslow, 1970, p. 46). Davis and Newstrom (1992), reinforce the

theory saying that "the fifth level needs are constituted by self-actualization, which means to become everything that one is capable of, using own abilities with plenitude and expanding own talents to the maximum". Maslow believed that self-actualizing meant experiencing more fully and more vividly with fully concentration and total absorption (Summerlin & Bundrick, 1996). Self-actualizing might involve intrapersonal tasks (Maslow, 1968), such as self-discovery, selection of potentials to develop, making plans. For such assignments, self-acceptance, introspection, comfort with being alone, and an understanding of capacity are required (Summerlin & Bundrick, 1996). Latter on, further developing his theory, Maslow describes a level beyond self-actualization. In order to achieve a peak experience or the highest level of human nature people must move from a focus on the self to a real concern for other people. People who move beyond self-actualization "are, without a single exception, involved in a cause outside of their skin: some calling or vocation" (Maslow, 1971, p.42). In this sense, personal work associated with meeting self-actualization needs focuses on achieving personal identity and complete acceptance of self (Greene & Burke, 2007).

In summary, the literature review shows that Maslow's Need Hierarchy Theory has received little clear or consistent support from the available research findings. Some of Maslow's propositions are totally rejected, while others receive mixed and questionable support at best (Wahba & Lawrence, 1976). Maslow's Need Hierarchy Theory is almost a non-testable theory mainly because of the difficulty of interpreting and operationalizing its concepts.

McGregor's Theory X and Y

In *The Human Side of Enterprise* (1960), Douglas McGregor's changes the path of management thinking and practice, questioning fundamental assumptions about human behavior in organizations. His ideal configuration of a manager's role was rather than commanding and controlling subordinates, managers should assist them in reaching their full potential (Kopelman, Prottas & Davis, 2008). The logic underlying McGregor's theory is that the leader's beliefs about employees highly influence the type of leadership they will engage in (Larsson, Vinberg & Wiklund, 2007).

McGregor posited that conventional managerial assumptions, so called Theory X, reflect essentially a negative view in which employees are lazy, incapable of self-direction and autonomous work behavior, and have little to offer terms of

organizational achievement (Kopelman, Prottas & Davis, 2008). They also dislike work, have little ambition and avoid responsibilities so they must be coerced, controlled, directed, threatened with punishment so as to make them strive towards organizational achievement (Larsson, Vinberg & Wiklund, 2007). The scientific management has, in a large extent, principles based on these assumptions. On the other hand, Theory Y assumes that the average human beings learns under proper conditions, seeks responsibility, is capable of self-direction and self-control in the achievement of goals he/she is committed to and is capable of providing important ideas that might improve organizational effectiveness. According to McGregor, considering the conditions of the modern industrial life, the average human being's intellectual potential is only partially used. McGregor argues that managers' assumptions possibly represent self-fulfilling prophecies. Which means that expecting from employees laziness or in the opposite, commitment defines the behaviors leaders will have towards them. Those behaviors reflect in a great extent leader's beliefs/attitudes and employees, being aware of it, exhibit the corresponding or expected behaviors. It's a self-reinforcing cycle.

In the preface of McGregor's book, Bennis wrote ". . . this book, more than any other book on management, changed an entire concept of organizational man and replaced it with a new paradigm that stressed human potentials, emphasized human growth, and elevated the human role in industrial society" (McGregor, 1985, p. iv).

To sum up, McGregor does not discuss self-actualization in detail, but refers to the concept among his "Theory Y" assumptions.

McClelland's Theory of Needs

McClelland's early work was mainly devoted to understand achievement differential, at a macro level, between developed and underdeveloped nations and in a micro level, between individuals who have more desire for achievement than others. His proposal of human motivation consists in three dominant needs which he characterizes and identifies what situations best suit each type of need orientation (Sholes & Barnett, 2010). *Need for Achievement* is an intrinsic desire to perform well against a standard of excellence (McClelland, 1961). People with a high need for achievement, have a common set of characteristics, as noted by McClelland, such as desire to achieve success, to receive constructive feedback often, to realize consistent growth and pursue moderate risk situations (Lynn, 2000). McClelland emphasizes that "doing something

better” is the natural incentive for the achievement motive, for its own sake and for the intrinsic satisfaction of doing some better. Need for achievement is also characterized by getting pleasure from progressive improvement in a particular endeavor, not from several unrelated lines of activity. Achievers prefer to work alone or in collaboration only with other individuals who exhibit a similar achievement orientation (McClelland, 1961). Since they are more committed to progress and advancement, usually they turn out to be very good leaders. Curiosity to discover early life influences affecting achievement motive, results in evidence that, in fact, the achievement motive is associated with the development of maturity. Lasker (1978) demonstrated need for achievement scores were strongly associated with stages of ego development. The *Need for Affiliation* is a desire for “warm, close relationships with other people” (McClelland, 1961, p. 161). Individuals high in this need seek good interpersonal relationships and place importance on personal interactions, being accepted and liked by others. They will prefer cooperation over competition, conformation with group norms over a contesting attitude and cultivating mutual trust and understanding. People with an affiliator profile tend to fit in team environments and customer oriented services. At last, the *Need for Power* is a desire for the means of influencing other people (McClelland, 1961), a desire to engage in competition, achieve status positions, and possess and exercise authority and power. All three needs are present in each individual and they overlap, both in harmony (completing each other) or in conflict (one dominates), depending on personality traits and life experiences. To conclude, McClelland suggests, based on his research, that training can help modify a need profile.

Alderfer’s ERG theory

Despite the little research, ERG theory is considered to be a more valid version of the need hierarchy and has received greater support from contemporary researchers as far as motivation in the work is concerned.

Inspired in the work of Maslow and with the intention to improve the exclusiveness of categorization, Clayton Alderfer (1969, 1972), proposes three categories, in a hierarchy from low to high, are existence, relatedness, and growth (ERG needs). He attempted to address the shortcomings in Maslow’s theory by aligning the need hierarchy with empirical research and incorporating organization settings into the conceptualization for application to work motivation study. The *Existence Needs*

include human basic needs necessary for existence, which correspond to the physiological and safety needs in the Maslow theory. The *Relatedness Needs* refers to a man desire to maintain important relationships. The Growth Needs represent a person's desire for personal development, self-fulfillment and self-actualization. According to Schein (1971), needs are often rooted in the social selves, beliefs, attitudes and values of people. Identifying the need satisfactions that cause the desired work behavior facilitates the prediction of work behavior. In an empirical study of Arnold & Boshoff (2002), there is evidence that top managers are primarily motivated by growth needs which means that a challenging working environment that provides opportunities for creativity, self-fulfillment, advancement and autonomy is a key motivator for top managers performance. In the meanwhile, frontline employees are primarily motivated by the satisfaction of relatedness and existence needs and particularly monetary compensation.

To sum up, besides all the similarities with hierarchy of needs theory, ERG theory has proposed fundamental changes mainly in the rigid assumptions held by Maslow. According to Robbins (2005), ERG theory is more coherent with our knowledge about individual motivation differences. Diverse studies embrace the validity of this theory whereas others reveal evidence that it doesn't work in specific organizations.

Deci's Self-Determination theory

In 1970s, was a decade where hundreds of studies within the operant condition (Skinner, 1953) established that extrinsic rewards can control behavior. Rewards were then administrated as a motivational strategy and behavior-change programs in a variety of settings. Deci (1971) argued that some activities provide their own inherent award, so motivation for these was not dependent on external rewards. Furthermore, research (Deci, 1971) reveled that tangible rewards could undermine people's intrinsic motivation for an interesting activity. Reward contingencies tend to sabotage people's taking responsibility for motivating or regulating themselves. One of the reasons that might explain this relationship is, as Festinger (1961) suggests, not the reward per se, but rather it's meaning to the recipient, that determines the reward's effects on motivation, affect and behavior.

Human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop and function (Ryan & Deci, 2010). The fullest representations of humanity show people to be curious, vital, self-motivated, agentic and inspired, striving to learn, extend themselves, master new skills, and apply their talents responsibly (Ryan & Deci, 2010). It is also a fact that human spirit can be crushed and sometimes individuals reject growth and responsibility. Human nature is then more that dispositional differences and biological endowments, is also a wide range of reactions to social environments. Self-determination theory (SDT) is an approach to human motivation that puts on the spotlight human being's inner resources and behavioral regulation. In addition, it focuses on the social-contextual conditions that facilitate versus forestall the natural processes of self-motivation and healthy psychological development (Ryan & Deci, 2010). Using the empirical methodology, they found three essential needs that foster the natural propensity for growth and integration, constructive social development and personal well-being; they are the *needs for competence, relatedness, and autonomy*. STD differentiates itself from other motivational theories, because is able to distinguish types of motivation, in other words, identifying what kind of motivation is being exhibited at any given time and its consequences for learning, performance, well-being and personal experience.

Having this said, the most central distinction in STD is between autonomous and controlled motivation. *Autonomous motivation* comprises both intrinsic motivation and the types of extrinsic motivation in which people have identified with an activity's value and ideally integrated it into their sense of self (Deci & Ryan, 2008). *Controlled motivation* refers to external (one's behavior is function of rewards or punishments) and introjected regulation (regulation of action has been partially internalized). Intrinsic motivation refers to doing an activity for the inherent satisfaction of the activity itself whereas extrinsic motivation relates to the performance of an activity to attain separable outcome.

Intrinsic motivation reflects the positive potential of human nature, the tendency to seek out novelty and challenges, to exercise one's capacities, to explore and to learn. These aspects of intrinsic motivation are essential to cognitive and social development and represent a principal source of enjoyment and vitality throughout life (Deci, Koestner & Ryan, 1999). The inherent propensity for humans to be intrinsically

motivated requires maintenance and enhancement through supportive conditions, as it can be easily disrupted by diverse nonsupportive conditions. The cognitive evaluation theory (CET) is a subtheory within STD, presented by Deci and Ryan (1985), which specifies the factors that explain variability in intrinsic motivation. CET suggests that social environments can facilitate or forestall intrinsic motivation by supporting versus thwarting people's innate psychological needs. Studies have shown that feelings of competence or efficacy will not enhance intrinsic motivation unless accompanied by a sense of autonomy or, in attributional terms, by an internal perceived locus of causality (Deci, Koestner & Ryan, 1999). Choice, acknowledgment of feelings, and opportunities for self-direction were found to enhance intrinsic motivation because they allow people a greater feeling of autonomy (Deci & Ryan, 1985). In the opposite, tangible rewards, threats, deadlines, directives, pressured evaluations, and imposed goals decrease intrinsic motivation because they conduce toward an external perceived locus of causality.

Intrinsic motivation is not the only type of self-determined motivation (Deci & Ryan, 1985). After early childhood, the freedom to be intrinsically motivated is increasingly limited by social pressures to do activities which are considered interesting. Thus, much of what people do is not intrinsically motivated, is acquired motivation, reflecting different degrees to which the value and regulation of the requested behavior have been *internalized* ("people's taking in") and *integrated* (further transformation of regulation so that it will emanate from the sense of self). The experience of autonomy facilitates internalization and, in particular, is a critical element for a regulation to be integrated (Ryan & Deci, 2010). Needs satisfaction is facilitated by the internalization and integration of culturally endorsed values and behaviors, suggesting that the expression of competence, autonomy and relatedness might vary across cultures and their ambient demands, obstacles and sociocultural contexts.

A study performed by Kasser and Ryan (1996) examined individual differences in the emphasis people place on intrinsic aspirations (goals such as affiliation, personal growth, and community) compared with extrinsic aspirations (goals such as wealth, fame, and image). Results shown that assigning a great deal of importance on intrinsic aspirations was positively associated with well-being indicators such as self-esteem, self-actualization, and the inverse of depression and anxiety.

To sum up, there is an immense value of being intrinsically motivated in many applied settings such as education, sports, and work environments. Many social institutions face alienation and disengagement problems that could be improved by promoting higher levels of intrinsic motivation and self-determination.

2.3 Self-Actualization

A musician must make music, an artist must paint, a poet must write if he is not to be ultimately at peace with himself. What a man can be, he must be. This need we call self-actualization... It refers to man's desire for self-fulfillment, namely to the tendency for him to become actually in what he is potentially: to become everything one is capable of becoming.

Abraham Maslow

The essential meaning of the self-actualization (SA) concept, also termed as self-fulfillment by Rakich (2000), or as self-realization by Elster (1986), entails the discovery of the real self and its expression and development (Cofer & Appley, 1964). Originally put forward by Goldstein (1939), who has defined it in terms of a “state of tension...which enables and impels the organism to actualize itself in further activities, according to its nature” (p. 197). For Goldstein, this state of SA is an ongoing drive or a continuing process, more concerned with expression of organism potential rather than elimination of tension. A self-actualized person has basic needs satisfied, is free of illness and is using capacities to the fullest extent. In general, the self-actualizing person is in the process of maximizing his or her full potential. Maslow’s use of the term “self-actualizing” is often thought of as having an inner focus, i.e., differentiation of self, psychological integration or achieving some level of personal potential. The goal is to “better the self”. In later development of his theory, Maslow describes a level beyond self-actualization so that in order to achieve the peak experience people must move from self to other. People who move beyond self-actualization “are, without a single exception, involved in a cause outside their skin: in something outside of themselves, some calling or vocation” (Maslow, 1971, p.42). This view is supported by among others such as Erick Erikson and Carl Rogers. Argyris (1964) defined self-actualization in terms of “...the full expression of the individual’s present potential and the striving to expand it” (p.32). Furthermore, he described SA as a correlate of personal growth,

whereby people develop from infancy to adulthood, acquiring qualities of independence, creativity, capacity for deeper interests, with a longer-term time perspective and with more self-awareness, self-control, integrity and sense of self-worth.

Self-actualization as a moral concept

Maclagan (2003) analyses SA in the light of moral development. The Kantian idea of a person as an “end”, and not merely as a “means”, refers to people having the capacity for autonomous reasoning, with particular reference to moral judgments. There is, clearly, as Maclagan interprets it, a moral potential in the SA concept. Goldstein referred to an organism self-actualising “according to its nature”, suggesting that there is a need to appreciate the potentialities common to all members of the belonging specie. What is then the nature of humankind? People have a distinctive potential for moral imagination, thought and action. Nielsen (1973) observes that individuals have various talents and faculties that cannot reasonably be expected to realize, even over a lifetime and therefore individuals must choose between them. When Maslow says “an artist must paint”, it is implicit that a choice has been made. This choice indicates the rational human thought processes, in other words, the human’s capacity to engage in reasoning as the pinnacle of human potentiality. Moral choice is seen as engaging in some conception of a socially useful activity (Maclagan, 2003). Maslow recognizes this moral potential in his concept of SA: “these [self-actualizing] individuals are strongly ethical, they have definite moral standards” (1970, p.168) and “...self-actualization via commitment to an important job and to worthwhile work...” (Maslow et al. 1998, p.8).

Self-actualization and Calling

In the literature, there is another recent concept that is deeply related with self-actualization: calling (Duffy, 2012). A recent review by Dik and Duffy (2009) described calling as “a transcendent summons, experienced as originating beyond the self, to approach a particular life role in a manner oriented toward demonstrating or deriving a sense of purpose or meaningfulness and that holds other-oriented values and goals as primary sources of motivation” (p.427). Calling can also be defined as a meaningful beckoning toward activities that are morally, socially, and personally significant (Hirschi, 2012). A sense of personal mission, purpose-in-living and an element of

service towards others characterize people who are pursuing their calling (Hirschi, 2012). The term “callings” has been used in different ways over time, however, three fundamental features stayed constant across the various interpretations: action orientation, sense of clarity of purpose and personal mission, pro-social intentions. The first feature suggests an emphasis on doing rather than simply being. The second aspect of calling refers to what Levoy (1997) says about living an “authentic life”, Norton (1976) emphasis on “being where one must be, and doing what one must do” (p. 198) and Higgins (1987) theory about the convergence of the actual, ideal and ought selves: “I am what I want to be and should be”. The third feature relates to a desire to make the world a better place as Frankl (1984) noted the importance of “personal dedication to a cause greater than oneself” (p.17).

While the concept of calling seems similar to self-actualization, there are, according to Elangovan, Pinder and McLean (2009), slight differences. One can engage in one’s calling without achieving a state of self-actualization. However the possibility of being all that one could be (self-actualizing) could serve as an incentive and motivating force for those engaged in their callings (Elangovan, Pinder & McLean, 2009). Callings might be, therefore, the path or course of action to realizing one’s potential, which might result in eudaimonic well-being. In other words, pursuing a calling could be the means to that end [self-actualization]. These authors interpret self-actualizing as a state or one-time event, which goes against what has been said so far about SA – an ongoing process. In the paper, I consider both concepts the same.

The origin of the concept of calling lies in the religious framing of experience (Elangovan, Pinder & McLean, 2009). The notion of calling is grounded in the Judeo-Christian tradition, where having a calling is linked with one’s ultimate mission or destiny. Maslow (1970) said that self-actualizing people were “devoted, working at something which is very precious to them – some calling or vocation in the old sense, the priestly sense”. Hall & Chandler (2005) noted that recent thinking has taken away the religious connotation towards a broader secular view characterized by an individual doing work out of a sense of inner direction, that is, work that contributes to a better world such as world peace, environment, education, public health, etc.

Self-actualization and occupational work

Regarding the occupation dimension, Maclagan (2003) says that self-actualization implies that a choice has been made and these may be occupational choices. Elster (1986) sees work as a vehicle for self-actualization. In the Western culture, self-actualization has been interpreted as relating directly to a person's daily work. A type of work that becomes morally inseparable from the person's very life. In most of Herzberg writing, and in common with other theorists, he does seem to sidestep the question whether it is really always possible to do justice to the proper meaning of self-actualization in a modern corporation (Maclagan, 2003). However self-actualization may transcend occupations and take shape of "stand for a cause" pursued outside one's occupational role.

In the organizational context, specifically for organizational commitment and employee turnover, employees living up their callings might be beneficial in the form of better engagement and motivation when there is an alignment between the mission and operations of the organization and the employee (Elangovan, Pinder & McLean, 2009). Dobrow (2004) hypothesized that there are also dysfunctional effects of pursuing a calling at the job. Organizations not capable of providing supportive contexts might result in employee dissatisfaction, frustration and then turnover or withdrawal behavior. Theoretically, people with a sense of calling in their careers experience a deep sense of meaning, dedication, and personal involvement in their work (Dik & Duffy, 2009). Hirschi's (2012) study confirms that these constructs are significantly correlated. Regarding the similarity of concepts, these results might also be extended to self-actualizing employees.

Self-actualization in the broader system

Self-actualization in a macro level is explained by Murtaza (2001). The author proposes that the co-evolution of capitalism, democracy and science since 1800 has unleashed unprecedented progress but also major existential problems. These problems are mainly rooted in the neo-classical economics' focus on a selfish human nature that dominates society with self-interest values. Humans excel in shaping their environment due to their high intelligence, whose use is influenced by human motivations (Murtaza, 2001). Values co-evolve with knowledge, technology, environment and organization to produce results. Economics is defined as the study of how society can allocate scarce

resources such that every member attains a satisfactory level of welfare without infringing upon the rights of other members, societies, species, and generations (Murtaza, 2001). The author proposes a set of underlying values to help ensure a high level of individual welfare and collective sustainability. One of those values is self-actualization, which Murtaza describes as a meta-motivation. According to him, SA is about realizing our full inner potential in the form of wisdom, which is attainable by everyone (Murtaza, 2011). The focus on wisdom and not wealth, he says, is the ultimate objective of human life and the pinnacle of human evolution. Since the growth of the mind depends on its degree of use and exposure to diverse perspectives, wisdom requires a high degree of reflection (through cognitive motivations) and transcendence (through relative motivations) (Murtaza, 2011). If everybody pursues their self-actualization, this will lead to the societal good.

To sum up, self-actualization has 74 years since its first appearance in the literature and so far has been described and interpreted in various ways. It is not the purpose of this paper to consolidate the definition of self-actualization however we would like to consider self-actualization as follows. Self-actualization is both an on-going process and a product. The process consists in the expression and expansion of a talent or potential which is chosen by the individual who has critical reasoning and moral capacity. The goal of self-actualization is, in a first phase, to “better the self” and in a second phase, to move from the self to the other and hold a sense of purpose and service towards social causes or activities so as to “better the world”. Self-actualization as a product consists in a state of eudaimonic well-being¹. Self-actualization is a fundamental motivation towards growth that it exists in every individual, and awaits only the proper conditions to be released and expressed.

¹ Well-being consists of more than just happiness; it relies instead in fulfilling or realizing one’s daimon or true nature. Eudaimonia occurs when people’s life activities are most congruent or meshing with deeply held values and are holistically or fully engaged. Under such circumstances people would feel intensely alive and authentic, existing as who they really are (Waterman, 1993).

2. 4 Management of Intrinsic Factors

Much has been written about worker motivation from the 1930s onwards. The motivational models based on “need-satisfaction” (Maslow, 1954; Herzberg, 1966) have given an important contribution to work motivation understanding. Even before their influence, the idea of enhancing employees’ interest and motivation by rotating and enlarging tasks and duties has been put forward by Walker in 1950 (Maclagan, 2003). Turner and Lawrence (1965) introduced the Requisite Task Attributes Index (RTA) which measured various characteristics of jobs (variety, degree of autonomy, amount of responsibility) as predictors of employee satisfaction or dissatisfaction (Maclagan, 2003). More recently, need-satisfaction theories have served as a base for other models which account for individual worker preferences and job design. The different ways work can be designed has long captured the attention of management scholars and there is a good reason for such interest, various studies have shown its importance for a range of individual, group, and organizational outcomes. A notable effort in this field is that of Hackman and Oldham (1974) with the Job Diagnostic Survey, a commonly used instrument for measuring work attitudes and motivation (Lee-Ross, 1998). Hackman and Oldham (1975) made a distinction between “core job dimensions” such as skill variety, significance of the task, and degree of autonomy; and “critical psychological states” such as meaningfulness of the work for individuals, or the extent to which they feel responsible for work outcomes (Maclagan, 2003).

For the purpose of this paper, I based my research in Herzberg’s duality theory as one of the major postulates in the job satisfaction field of study and in the work of Morgeson and Humphrey (2006).

Herzberg's Motivation-Hygiene theory, also known as the two-factor theory, has received widespread attention as having a practical approach towards motivating employees. In 1959, Herzberg publishes his book “*The Motivation to Work*” with the analysis of 200 engineers and accounts’ feelings. These professionals were asked to describe experiences in which they felt either extremely bad or exceptionally good about their jobs and to rate their feelings on these experiences. Responses about good feelings are generally related to job content (motivators), whereas responses about bad feelings are associated with job context (hygiene factor). Motivators, classified by Herzberg as internal states of mind, included *work itself*, *achievement*, *recognition*, *responsibility*, *advancement* and *growth*. These factors lead to positive work related

attitudes because they meet the need of the individual to be self-fulfilled (Sá, 2009). Hygiene factors are extrinsic to the job, they belong to the external work context, and include aspects such as *interpersonal relationships, personal life, salary, status, security, supervision* and *company policy and administration* (Herzberg, 1966). Herzberg perceived motivational and hygiene factors to be separated into two dimensions affecting separate aspects of job satisfaction. This belief differed from the traditional approach of viewing job satisfaction and dissatisfaction as opposite ends of the same continuum (Herzberg, 1966). Essentially, the six motivators and ten hygiene factors were working in two different realms in affecting job attitudes. Herzberg explains furthermore with the following statement: “The opposite of job satisfaction is not job dissatisfaction but, rather, no job satisfaction; and similarly, the opposite of job dissatisfaction is not job satisfaction, but no job dissatisfaction” (1987, p.4). Hygiene factors prevent dissatisfaction but they do not lead to satisfaction. They are necessary only to avoid bad feelings at work. On the other hand, motivators are the real factors that motivate employees at work. Despite of the critics, a number of other researchers were able to verify Herzberg’s motivator-hygiene duality (Smerek & Peterson, 2006).

I felt the need to add Herzberg’s “motivators” with two components from Morgeson and Humphrey (2006) Work Design Measure for assessing job design and nature of work. I chose *autonomy* and *task significance* because they are task characteristics, they are motivators primarily concerned with how the work itself is accomplished and the range and nature of tasks associated with a particular job. Autonomy is perhaps the most widely studied work characteristic which has assumed a central place in motivational work design approaches. Viewed as the amount of freedom and independence an individual has in terms of carrying out his or her work assignment (Hackman & Oldham, 1975), recent research has expanded this conceptualization to suggest that autonomy reflects the extent to which a job allows freedom, independence, and discretion to schedule work, make decisions, and choose the methods used to perform tasks (Morgeson and Humphrey, 2006). Thus, autonomy includes three interrelated aspects centered on freedom in (a) work scheduling, (b) decision making, and (c) work methods. Hackman and Oldham (1980) assert that even if a job is felt by employees to have a great social significance this will not be sufficient to influence employee motivation if autonomy is denied. Such autonomy in the workplace is assumed to be a necessary condition for self-actualization or personal growth

(Maclagan, 2003). Task Significance reflects the degree to which a job influences the lives or work of others, whether inside or outside the organization (Hackman & Oldham, 1975). People in jobs that have a significant effect on the physical or psychological well-being of others are likely to experience greater meaningfulness in the work (Hackman & Oldham, 1980).

2.5. Organizational Commitment

The concept of organizational commitment (OC) has for many years interested researchers studying organizational behavior. Much of the interest is due to the idea that employees who experience high OC are theorized to engage in many behaviors, such as citizenship activities and high job performance, which are believed to be beneficial to the organization (Jaros, 1997).

Allen and Meyer (1990; 1991) have conducted comprehensive and critical reviews of the OC literature and identified three distinct elements in its conceptualization: *affective commitment* (employee continues employment with the organization because *they want to*), *normative commitment* (employee continues employment with the organization because *they ought to*), and *continuance commitment* (employee continues employment with the organization because *they need to do so*). One assumption of this framework is that of employees can experience all three forms of commitment to varying degrees. Meyer et al. (2006) defines commitment as "a force that binds the individual to a target (social or nonsocial) and to a course of action which is relevant to that target" (p. 666). Organizational commitment is conceptualized as an individual's response "expressed at the level of behavior in what concerns the desire and will that the employee has to remain in the organization" (Aryee and Heng, 1990, p. 230). Allen and Meyer (1990) presented OC as a multi-dimensional concept, arguing that the nature of the individual's connection to the organization could vary representing different mindsets: "employees with a strong affective commitment remain in the organization because they want; those who have a strong continuance commitment, is because they need to; and those who have a strong normative commitment remain because they must"(p. 3). Common to these three approaches is the view that commitment is a psychological state that a) characterizes the employee's relationship

with the organization, and b) has implications for the decision to continue or discontinue membership in the organization (Meyer & Allen, 1991).

Meyer and Allen (1991) defined the affective dimension of organizational commitment as "emotional attachment, identification and involvement of the employee with the organization" (p. 67). The emotional attachment might be explained by Weick (1995) who considers that people seek to understand the meaning of their lives. The processes of attributing and searching for meaning are permanent (Weick, 2001) and derive from the individual's general orientation to maintain (or increase) their self-esteem, to perceive themselves as competent and effective, to establish and maintain a sense of differentiation from others, and to feel consistent over time and situations, preserving the integrity of own self-image. Using as reference the Social Identity Theory (Tajfel, 1978), we know that the social identity concept expresses those aspects of individual's self-image which derive from the social categories he perceives to belong to. In order for the employee to identify with the organization, it is required that he has sense of membership, values and assigns positive emotional meanings to that membership. The second concept that emerges in the affective commitment definition of Meyer and Allen is identification. As Tavares (2007) affirms, while identification relates to a self-definition process, commitment presents himself as a general attitude towards organization, which contains in itself a behavioral dimension related with the intention to remain in the organization. Various studies to assess the relationship between OC and turnover intentions demonstrated affective commitment to be the strongest predictor of different facets of turnover intentions (Jaros, 1997). These findings, taken together with recent research, suggest that managerial efforts at developing affective commitment should focus on work experiences and job characteristics such as task autonomy, task significance, task identity, skill variety, supervisory feedback, and organizational dependability, all of which have been identified as significant antecedents of affective commitment (Jaros, 1997).

3. The Present Study

In this section, the study is presented in terms of main goals, expected added value, research design, conceptual framework and hypothesis. We also introduce in this section the culture of Brazil and the characterization of the company where the study was conducted.

The present research aims to understand how companies are addressing the intangible which lies on top of Maslow's pyramid, employee's higher needs of self-actualization. Part of the research purpose is also to figure out if the self-actualized employees are the ones more committed with the organization and this relationship is moderated by the management of the function's intrinsic aspects such as autonomy, responsibility, recognition, achievements and growth opportunities. The need to study self-actualization emerged from practical needs in the Brazilian context which were essentially related to talent retention and also from self-actualization literature in organizational context which is scarce.

I believe this research adds value both to the scientific and practice community for two main reasons. First of all, raises organization's awareness on their workforce's potential development and management. Second, stimulates employees to think upon their upper level intrinsic motivations and how can they connect to their organization to fully experience their lives. The shift in organization's focus from the tangible to the intangible of the pyramid is still young and constitutes a jigsaw puzzle for those who manage and measure this intangible side of Human Capital. For instance, we know that primarily the measurement of HC was made using efficiency and cost indicators. Afterwards Balance Scorecard of Norton & Kaplan and Skandia model emerged and HR was encouraged to measure HC performance's contribution using more complex indicators as employee engagement. A possible contribution of the study might be to understand if the new workers' generation is living its true potential and living for a cause as an emergent life style. As for practical contributions, considering strong and positive correlations, we might consider this study as a powerful hint for talent retention strategies through investment in employee's potential and self-actualization needs. Also in terms of measurement, by turning company's attention to the top of the pyramid, there will be space for new measures of success regarding HC. In the current paradigm

of knowledge era and in the new generation of knowledge workers, this research intends to bring a different awareness to the strategic management of Human Capital.

Having in mind the research purpose and the time given to accomplish it, I chose to perform an exploratory case study. Yin (2003) claims that a good case study will use the largest possible number of information sources, that is, the use of multiple data should promote a greater diversity of analysis possibilities to develop and confirm the object under study, i.e. the triangulation data (Stake, 2000). I will collect data from one company through employee's questionnaires and interview with the HR director.

The present study evaluates a model which suggests that the influence of self-actualization on organizational commitment is moderated by the firm's management of intrinsic factors of the function. This means that in the presence of favorable conditions such as autonomy, responsibility, recognition, achievement and growth opportunities, self-actualized employees will be affectively committed.

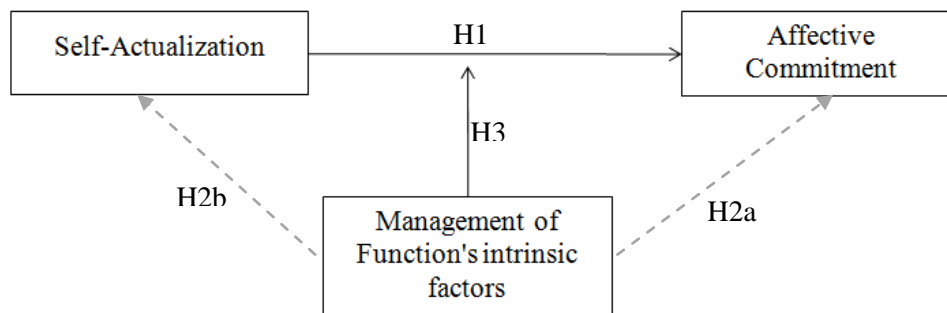


Figure 1. Conceptual Framework

Drawing upon the evidences of Hirschi's study (2012) which suggest that within a given job, individuals with a sense of calling would have a more positive sense of work engagement, hypothesis were built. Supported in limitations and conclusions reached by this author who is dedicated to this subject, the assumptions are described as follows:

H1: Being self-actualized increases the affective commitment of an individual towards the organization.

H2a: The management of intrinsic factors increases the affective commitment of an individual towards the organization.

H2b: The management of intrinsic factors increases feelings of self-actualization.

H3: (Moderation effects): The management of intrinsic factors moderates the relationship between self-actualization and affective commitment.

3.1 The Culture of Brazil

The term culture is presented as a huge “umbrella” under which diverse phenomena are sheltered. What is the logic behind the human behavior in society? This issue is thoroughly addressed by Geertz (1973) and Hofstede (1991). Geertz (1973) proposes that culture “an historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and their attitudes toward life” (p. 89). Geertz proposes the idea that culture is essentially a stratified hierarchy of meaningful structures in which human action is produced, perceived and interpreted. In general, culture can be understood as shared ways of understanding and interpreting the reality.

In the Brazilian culture, the circumstances are perceived to have a considerable weight in what individuals might become, they build the individual. Therefore, outcomes are not a result of the individual’s action but a sum of aspects that are not related with individual’s effort and commitment (Migueles, 2003). Brazil has a high tendency for hierarchy, as shown in one of Hofstede’s culture dimensions - Power Distance Index (PDI score=69) – which might be explained by historical and political aspects as well as their colonial heritage (Duarte, 2008). There is an evident distinction between intellectual and manual work opposing elite work/operative or slave work; clean/dirty; creative/repetitive; spirit focus/life maintenance focus and so on. This dichotomy is in essence the logic of how people are socially segregated across the hierarchy. Power relationships in organizational context are ambiguous. There is a huge concentration of power at the top of the pyramid; however it is not a conscious and planned concentration but an uncover fear to delegate and to be incapable of controlling the results. Top managers tend to demand autonomy and results from their subordinates, but the conditions and resources to effectively produce these results are almost never provided. Thus, employees rarely feel responsible for the results. Work is perceived, for

Brazilians, as an activity limited in time and space and organized by power relationships.

In general terms, and in accordance with Migueles (2010), the culture of Brazil is characterized by a short-term focus, improvise capacity, creative problem solving, inferiority feelings and openness to diversity.

3.2 Hotel Urbano

Hotel Urbano – Travel is possible, is a young company born in January 2011 as an on-line tourism platform in Brazilian region. After 5 months, the business expands with international offers and reaches 1,5 million registered customers. In September 2011 their website had 12 million unique views per month. In February 2012, Hotel Urbano (HU) is considered de 1st on-line agency in Brazil having groundwork of 10 million clients. Their goal is to promote a sustainable economic and social development through tourism, breaking seasonal tendencies and fomenting knowledge and experience sharing acquired in traveling.

In terms of human capital, they have a workforce of 250 people and intend to reach 400 employees in 2013 considering the expected growth. The Human Resources Director affirms that HU works in the Y model which assumes that employees can learn under the proper conditions, they seek responsibility and are capable of self-direction in the achievement of goals. Their culture is very young, dynamic, fast, energetic and innovative.

When asked about human capital management (HCM) as a strategic vector in HU, the HR director starts by explaining that they have grown a lot and moved from a familiar company to a bigger place where is difficult to create and maintain close relationships with every employee. This growth also meant a huge evolution in the HR department which previously outsourced the main HR practices and is now creating its own internal policies and practices. She considers HR to be a business partner by giving a simple example of her presence in every executive meeting in HU and her inclusion in HU strategic decision making. She identifies 3 main pillars of HCM in Hotel Urbano Recruitment and Selection, Leadership Development and Internal Communication.

HU pays special attention to motivation practices and created for the purpose an internal currency named “cascalhuh”. Each employee receives monthly the normal

salary and a specific amount of “cascalhuh” which he might give to those colleagues he wishes to reward or recognize for the good work or attitude of collaboration. HU has a list of awards employees can get with the amount of “cascalhu’s” won during the year or career.

Regarding the management of intrinsic factors such as autonomy, recognition, responsibility and growth opportunities, the HR director explains that they do care about these factors and they are investing a lot in leadership development so that these aspects of motivation can be better approached. Despite not having a defined mobility plan, HU has plenty growing opportunities for employees, especially in such a growth environment they give priority to internal mobility and promotion than recruiting external people. Each week they promote the picture and career of HU employees who moved horizontally or vertically in order to increase the visibility of these opportunities. Approximately 70% of the strategic functions have full autonomy. At an operational level, is more difficult to allocate such autonomy, however every employee who shows the needed knowledge and competence will be given the needed autonomy. In fact, concerning the speed of HU, employees must be autonomous with consciousness and responsibility. Most of the recognition made by HU relies in the sales team which represents 45% of the workforce.

In terms of HCM measures, HU relies on traditional measures such as turnover rate, workforce and absenteeism. They don’t measure the top of the pyramid and don’t know how to do it. In fact, the HR director explains this in relation with the stage of HR development in HU.

4. Methodology

4.1 Participants

This study has a sample of 151 employees (N=151) from Hotel Urbano which corresponds to a response rate of 60.4%. Table 1 shows the sample details in terms of relevant demographic variables. The mean age of the participants is 27 years old. The percentage of women in the sample is 64% and 36,4% of the participants are male. The majority of the participants attended university or have bachelor or post-graduation degree (80,8%) and 28,5% hold leadership positions against 71,5% which are operational employees.

Table II. Sample Description

Variables	N	%
Gender		
Male	55	36,4%
Female	96	64%
Age		
18 - 35 years old (Young Adults)	134	88,7%
36 - 49 years old (Adults)	16	10,6%
50 - 63 years old (Senior Adults)	1	0,7%
Education		
High School Degree	22	14,6%
Graduation Attendance	32	21,2%
Bachelor Degree	65	43%
Post-Graduation Degree	25	16,6%
Master Degree/MBA	6	3,9%
Doctoral Degree	1	0,7%
Organizational Function		
Leadership Position	43	28,5%
Operational Employee	108	71,5%

4.2 Procedure

The procedure in terms of data collection involved two phases: 1) Interview with the HR Director which aims to explore the company's motivational practices and understand how they are addressing the intangibles in the top of the pyramid; 2) Administration of a questionnaire to the employees. The interview guide can be read in the *Measurement* section and the outcomes of the interview can be read in the characterization of the company. In the 2nd phase, we relied on the HR support that has sent the questionnaire on-line through the internal network of HU. During the period of data collection, we have made follow up through weekly emails notifying the HR director on how many answers were given so far and how many more were in need to achieve research goals. Both phases took place in Rio de Janeiro, city of Brazil between 28th of November and the 30th of December.

4.3 Measurement Instruments

4.3.1 Pilot Study – Development and Validation of Self-Actualization Scale

Although my goal was to use an existing validated scale, this was not possible for two main reasons. At first, the three classical scales that measure Self-Actualization - 1) *Personal Orientation Inventory* (POI; Shostrom, 1964); 2) *Jones Self-Actualization Scale* (JSAS, Jones, 1973); 3) *Tennessee Self-Concept Scale* (TSCS; Fitts, 1971) - present problems with inadequate validation or length that may preclude their usefulness in many research contexts (Jones & Crandall, 1986). The second reason regards the Short-Index of Self-Actualization Scale developed by Jones and Crandall in 1986, with 15 items, which I did not find a good measure of Self-Actualization despite its validity and reliability. Therefore I adapted existing items and developed new items.

The scale was constructed based on 1) existing items for the construct, 2) Self-Actualization literature and 3) Specialists opinions/definition on the subject. Several principles directed my efforts to develop the Self-Actualization scale. First, item choice, revision, and writing were guided by the definition of the construct (which was derived from the Self-Actualization literature). When there were numerous potential items, I

chose those that best reflected the construct definition. When revisions were made to existing items, changes were made to better measure the underlying construct or otherwise clarify the item. When I created new items, I sought to write items that reflected the construct definition.

I conducted a pre-test before the questionnaire application in order to partially validate the Self-Actualization scale. I chose a group of 10 specialists from Psychology Master, Psychology PhD students and Psychologist workers and asked them “What is Self-Actualization?”. I collected the answers and used them to help construct the items. Afterwards, from a list of 50 items, I ask the same group of specialists to select those 10 items that best reflect Self-Actualization and also to provide me with their feedback on the item’s clarity. The Self-Actualization scale is thus, as we can verify in Table 1, a mix of existing items (8), adapted items (1), and new items (4). Three items were adapted from the *Flourishing Scale* (Diener & Diener, 2009) ($\alpha=0.87$), which consists of eight items describing important aspects of human functioning ranging from positive relationships, to feelings of competence, to having meaning and purpose in life. Each item of the FS is answered on a 1–7 scale that ranges from Strong Disagreement to Strong Agreement. All items are phrased in a positive direction. Two items were adapted from the *Short-Index of Self-Actualization Scale* (Jones & Crandall, 1986) with 15 items based on longer and well-established scales such as the Personal Orientation Inventory. Four items were adapted from the *Brief Index of Self-Actualization* (Sumerlin & Bundrick, 1996) ($\alpha=0.87$), which consists on 40 items developed from Sumerlin's 65-item Personal Attitude Survey². The Brief Index was developed wholly from Maslow's composite writings to measure his self-actualization model and has high positive correlations with Jones and Crandall's Short Index of Self-Actualization. The remaining 4 items were created according to principles already mentioned above. For time constraints I did not conduct a pilot test in order to validate the internal consistency and reliability of the scale before the application of the test.

² The Personal Attitude Survey is composed of items written to capture 11 features that Abraham Maslow used to describe a self-actualized person (e.g., autonomy, comfort with solitude and courage). Principal components analysis reduced the 11 features to 7 factors: Core Self-Actualization, Jonah Complex, Curiosity, Comfort with Solitude, Openness to Experience, Democratic Character and Life Meaning and Purpose.

Table III. List of Items of Self-Actualization Scale

	Existing Item	Adapted Item	New Item
1	I am aware of my strenghts and weaknesses.	SISA, Jones &Crandall (1986)	
2	I fully use my abilities.		✓
3	I am everything I am capable of being.		✓
4	I choose to live with the values and beliefs that reflect who I really am.		✓
5	I enjoy my solitude.	BISA, Sumerlin & Bundrick (1996)	
6	In most days I have a sense of fulfillment from what I do.		✓
7	I am sensitive to the needs of others.	BISA, Sumerlin & Bundrick (1996)	
8	I get involved in causes.	BISA, Sumerlin & Bundrick (1996)	
9	I fear that I will not live up to my potential.	BISA, Sumerlin & Bundrick (1996)	
10	I have no mission in life to which I feel especially dedicated.(r)	SISA, Jones &Crandall (1986)	
11	I lead a purposeful and meaningful life.	Flourshing Scale, Ed. Diener (2009)	
12	I am engaged and interested in my daily activities.	Flourshing Scale, Ed. Diener (2009)	
13	I actively contribute to the happiness and well-being of others.	Flourshing Scale, Ed. Diener (2009)	

r = reverse-scored

4.3.2 Questionnaire

For measurement purposes, the instrument used is a questionnaire composed by 6 closed questions with a total number of 62 Likert rating itens, and 5 demographic questions such as gender, age, education level, function and company. There are 4 constructs measured in the questionnaire, they are: Core Self-Evaluations (12 items), Self-Actualization (20 items), Motivators and Hygienic Factors (15 items), Commitment (15 items). All scales, except for Organizational Commitment, were translated to Portuguese language to facilitate the participants understanding of all itens. In collaboration with a native speaker of both Portuguese and English languages, we have translated individually the three scales and then we crossed the translations. Having agreed on the final version, I gave it to a third person to translate back to English. After some corrections we reached the final Portuguese version of the three scales.

Self-Actualization: The degree to which participants report self-actualization was assessed through the Self-Actualization Scale ($\alpha=0.81$) built for the purpose of this research. Items were rated in a seven-point Likert scale where 1 stands for "strongly disagree" and 7 for "strongly agree". Items include statements such as "I am everything I am capable of being" and "I actively contribute to the happiness and well-being of others".

Management of intrinsic factors: To assess the employee's perception on the firm's management of intrinsic factors, I used 6 items of Herzberg's Motivation-Hygiene Factors (Teck-Hong & Waheed, 2011) ($\alpha=0.70$), rated in a four-point Likert scale: 1 for "strongly disagree", 2 for "disagree", 3 for "agree", and 4 for "strongly agree". Items include statements such as "I feel satisfied with my job because it gives me feeling of accomplishment" and "My job allows me to grow and develop as a person". I have also added 4 items of the Work Design Questionnaire Scale (WDQ, Morgeson & Humphrey, 2006) ($\alpha=0.87$), related with Autonomy and Task Significance Dimensions. Items include statements such as "The job gives me considerable opportunity for independence and freedom in how I do the work" and "The results of my work are likely to significantly affect the lives of other people".

Organizational Commitment: Organizational commitment was assessed by the fifteen-point affective, normative, and continuance commitment scales developed by Allen & Meyer (1993). Internal consistency estimates (alpha coefficients) obtained in studies employing these scales (Allen & Meyer 1990; Allen & Smith 1987; Bobocel, Meyer, & Allen 1988; McGee & Ford 1987; Meyer & Allen 1984, 1986; Meyer et al. 1989; Withey 1988) range from .74 to .89 for the Affective Commitment Scale (ACS), .69 to .84 for the Continuance Commitment Scale (CCS), and .69 to .79 for the Normative Commitment Scale (NCS). Items are scored in a Likert scale from 1 (totally disagree) to 7 (totally agree).

Control Variables

Core Self-Evaluations: As a study control variable, CSE controls for relatively stable personal dispositions. Research has shown that CSE are related to a number of personal, career, and organizational outcomes, including life satisfaction, career self-efficacy, job satisfaction, and vocational identity (Erez & Judge, 2001; Hirschi, 2011; Judge, Van Vianen, & De Pater, 2004). To assess the degree to which participants think positively about themselves and are confident in their own abilities, I used the Portuguese version of CSE scale (Judge et al., 2003), with 12 items such as “I am confident that I will get the success I deserve in life”. The participants classified these items in a 5 points scale (1= totally disagree; 5= totally agree). These scale measures 4 constructs: Self-esteem, generalized self-efficacy, neuroticism and locus of control. A large number of studies support the validity of the original scale, including the relationships with job satisfaction, career success, and job stress (e.g., Judge et al., 2004).

Self-actualization at work/outside work: This variable is a set of two single items created for the research purpose in order to control if self-actualization through activities performed inside or outside the workplace affect the type of commitment felt by participants. Both items “I feel self-actualized through activities performed in my workplace” and “I feel self-actualized through activities performed outside my workplace” were scored in a Likert scale from 1 (totally disagree) to 7 (totally agree).

Hygienic Factors: To assess the employee’s perception on the firm’s hygienic factors, I used 7 items of Herzberg's Motivation-Hygiene Factors (Teck-Hong & Waheed, 2011) ($\alpha=0.70$), rated in a five-point Likert scale: 1 for "strongly disagree", 2 for "disagree", 3 for "neutral", 4 for "agree", and 5 for "strongly agree". Items included statements such as “I am proud to work for this company because the company policy is favourable for its workers” and “My colleagues are helpful and friendly”.

Demographic: Demographic questions were included in the questionnaire such as Gender, Age, Education, Function, Seniority and Name of the Company.

4.4.3 Interview

In alignment with study's objectives and the triangulation of data, a semi-structured guide was built before conducting the interview with the HR director. It included questions such as 1) "Is the human capital management a strategic vector in your organization? If you were asked to identify the pillars that support it, which ones would you refer?"; 2) "How do you approach the motivation practices in your company?"; 3) "To what extent does your organization cares about the intrinsic factors of task performance?" and 4) "What we measure in organizations is what we value, is where we pay our attention along the year. What do you measure in terms of Human Capital? What would you like to measure and do not know how?". The interview took approximately one hour.

5. Results

5.1. Pilot Study – Development and Validation of Self-Actualization Scale

DeVellis (2003) and Hinkin (1998) recommend four steps for scale development and validation. In Phase 1, there is the generation of a pool of potential items, and a panel of experts to review it for content validity. In Phase 2, there is an evaluation of the new item scale measure for the psychometric properties of reliability, dimensionality, and stability. In Phase 3, there is an assessment of the convergent and discriminant validity of the scale. Finally, in Phase 4, it should be examined the criterion-related validity of the scale. Findings should be replicated and cross-validated by using samples drawn from different domains.

I followed partially the indicated steps mainly because of time constraints and therefore I suggest this work only as a pilot study that should be further developed.

In the *Stage I: Item Development and Scale Construction*, a pool of 50 items was constructed based on a review of the literature involving measurement of self-actualization and also specialist's opinion on the matter. Afterwards, items were voted on a basis of its best representation of the concept of Self-Actualization. A list of 13 items were selected and used in the questionnaire (see *Table 2. List of Items of Self-Actualization scale*, p.37).

In the *Stage II: Psychometric Properties and Evidence of a General Factor*, the purpose was to explore the preliminary necessary conditions to establish the construct validity of the SA. The reliability of the scale and the factor structure were investigated through a Principal Component Analysis (PCA). After analyzing the results of PCA and proceeding with the reliability analysis of the components, I've made a decision to delete 3 items in order to increase the scale internal consistency: "I enjoy my solitude", "I fear that I will not live up to my potential" and "I have no mission in life to which I feel especially dedicated". Based on Field (2009) suggestions, these three items had low communalities (inferior to .20), were saturated in all components extracted and increased the Cronbach Alpha if item deleted. A new PCA with 10 components was executed, the Kaiser-Meyer-Olkin was $0,796 \approx 0,8$ which means the adequacy of the PCA is good. From the Bartlett's test, it can be inferred that the variables are correlated among themselves.

Table IV. Principal Component Analysis of Self-Actualization

Sample 1 (N=151)						
	1	2		3		
Nr of Factors Extracted	0.79	0.79		0.79		
KMO Value	0.79	0.79		0.79		
Total Variance Explained	39%	54%		65%		
	Component 1	Component 1	Component 2	Component 1	Component 2	Component 3
Nr of Items	10	7	3	4	4	2
Internal Consistency Reliability	.81	.80	.70	.77	.74	.75

The SPSS uses the Kaiser Criterion which selects components with eigenvalue greater than unity. According to this rule three components must be retained. According to the criteria of scree plot, four components should be retained because from the 3rd to the 4th component it is still registering a steep slope. The criterion of accumulated percentage of variance by successive components informs us that a satisfactory solution is to retain 3 components because they explain 65% of the total variance of the variable under study. However the third component only has 2 items, and according to Field (2009) this is not an ideal situation since we should have at least 3 items to measure a construct. Diverse solutions were experimented. When fixing the extraction of two components, the first component is related to an intrinsic self-actualization with items such as “I lead a purposeful and meaningful life”; “I am aware of my strengths and weaknesses” and “I fully use my abilities”. The second component concerns an extrinsic self-actualization with items such as “I am sensitive to the needs of others”; “I get involved in causes” and “I actively contribute to the happiness and well-being of others”. There is evidence in the literature of these two dimensions of Self-Actualization. Indeed, both components are correlated between themselves $**p < .01$ $r = .39$. We have 7 items measuring Intrinsic Self-Actualization and 3 Items measuring Extrinsic Self-Actualization, I would suggest in future studies the same number of items measuring both aspects of SA. Then, a different solution came was carried out. We fixed the number of factors to extract one component only. Table IV shows the Cronbach Alpha, a measure of internal consistency that allows assessing how well a group of items are measuring a unique unidimensional construct. The Cronbach Alpha of one single component retained to measure Self-Actualization is $\alpha = .81$, which is very close to 1 meaning that the scale has a good internal consistency. Considering that in this study self-actualization is regarded as a one-dimensional construct, I decided to

proceed with one component solution. I did not execute *Stage III: Convergent and Discriminant Validity* and *Stage IV: Empirical Validity*.

5.2. Descriptive Statistics

In this section, descriptive statistics will be shown and interpreted in the light of the main variables of the study: Self-Actualization ($\alpha=.81$), Affective Commitment ($\alpha=.72$) and Management of Intrinsic Factors ($\alpha=.87$). Regarding self-actualization ($M=5.83$, $DP=.79$), and having in mind that items were rated in a seven-point likert scale where 1 stands for "strongly disagree" and 7 for "strongly agree", results show that, overall, participants give high scores to each item of self-actualization scale. In Table V we can verify that the highest mean average is 6.40 ($DP=1.03$) and corresponds to the item "In most days I have a sense of fulfillment from what I do". As for the lowest mean average is 5.28 ($DP=1.58$) and belongs to the item "I actively contribute to the happiness and well-being of others". Considering that individuals who rated from 1 to 4 are not self-actualized and those who rate between 5 and 7 are, a total 13 participants (8,6%) do not feel self-actualized against a total of 138 participants (91,4%) that feel self-actualized.

Table V. Dimensions, items, means and standard deviations of Self-Actualization

Dimension	Items	Mean	SD
Intrinsic Self-Actualization	1. I lead a purposeful and meaningful life..	6.20	1.28
	2. I am engaged and interested in my daily activities.	6.21	1.06
	3. I am aware of my strenghts and weaknesses.	5.99	1.18
	4. I fully use my abilities.	6.13	1.08
	5. I choose to live with the values and beliefs that reflect who I really am.	5.52	1.24
	6. I am everything I am capable of being.	5.31	1.63
	7. In most days I have a sense of fulfillment from what I do.	6.40	1.03
Extrinsic Self-Actualization	8. I actively contribute to the happiness and well-being of others.	5.28	1.58
	9. I am sensitive to the needs of others.	5.72	1.37
	10. I get involved in causes.	5.61	1.49

Considering organizational commitment, results are positive and satisfactory. *Affective commitment*, as shown in Table VI, being considered the best form of commitment from the 3 dimensions, has the highest mean average (M=5.38, DP=1.23). *Continuance commitment*, characterized by a need to stay in the organization, has a mean average of 3.70 (DP=1.21), representing that overall participants disagree with the items related to feelings of continuance commitment towards Hotel Urbano. In the *normative commitment*, individuals remain because "they must", the mean average for this dimension is 4.35 (DP=1.33). Items were scored in a Likert scale from 1 (totally disagree) to 7 (totally agree). From the 151 participants, 108 (71,5%) rated their *affective commitment* in a range from 5 to 7, against 43 individuals (28,5%) that rated between 3 and 4. As for *continuance commitment*, 70 participants (46,4%) rated between 1 and 3 (demonstrating disagreement) and 42 (27,8%) gave a score in the middle (4) against the remaining 39 participants (25,8%) that rated in a range from 5 to 7 (demonstrating agreement). Concerning *normative commitment*, 25,8% of the sample rates in a range from 1 to 3 (disagreement), 23,8% gave a score in the middle and 50,3% rates from 5 to 7 (agreement), which means half of the participants are committed to HU because they feel a sense of moral duty towards the organization.

Table VI. Items, means and standard deviations of Affective Commitment

Item	Mean	SD
1. I would be very happy to spend the rest of my career with this organization.	5.53	1.51
2. This organization has a great deal of personal meaning for me.	5.26	1.75
3. I feel like 'part of the family' at my organization.	5.35	1.97
4. I feel 'emotionally attached' to this organization.	5.42	1.88
5. I feel a strong sense of belonging to my organization.	5.34	1.78

Regarding the *management of intrinsic factors* ($M=3.14$, $DP=.57$), and having in mind that items were rated in a five-point likert scale: 1 for "strongly disagree", 2 for "disagree", 3 for "agree", and 4 for "strongly agree", results show that, overall, participants perceive HU as well managing the intrinsic aspects of employee's functions. In the Table VII, we can verify that the highest mean average is 3.43 ($DP=.76$) and corresponds to an item from the Growth Dimension: "My job allows me to improve my experience, skills and performance". As for the lowest mean average is 2.88 ($DP=.90$) and belongs to an item from Autonomy Dimension: "The job provides me with significant autonomy in making decisions".

Table VII. Dimensions, items, means and standard deviations of Intrinsic Factors

Dimension	Item	Mean	SD
Achievement	1. I feel satisfied with my job because it gives me feeling of accomplishment.	3.14	0.85
Career Advancement	2. I will choose career advancement rather than monetary incentives.	3.02	0.84
Work Itself	3. My job is challenging and exciting.	3.01	0.89
Recognition	4. I feel appreciated when I achieve or complete a task.	3.20	0.93
Growth	5. My job allows me to grow and develop as a person.	3.32	0.78
	6. My job allows me to improve my experience, skills and performance.	3.43	0.76
Autonomy	7. The job provides me with significant autonomy in making decisions.	2.88	0.90
	8. The job gives me considerable opportunity for independence and freedom in how I do the work.	2.90	0.92
Task Significance	9. The job itself is very significant and important in the broader scheme of things.	3.17	0.73
	10. The results of my work are likely to significantly affect the lives of other people.	3.36	0.79

The *management of extrinsic factors* is perceived by employee's as a positive aspect of the company (M=3.18, DP=.56) as shown by overall results. In the Table VIII, we can verify that the highest mean average is 3.43 (DP=.65) and corresponds to an item from the Relationship with Peers Dimension: "My colleagues are helpful and friendly". Other two dimensions of extrinsic factors, *company's policy* and *relationship with supervisor* are also high rated M=3.36 (DP=0.68) and M=3.28 (DP=0.88) respectively. As for the lowest mean average is 2.68 (DP=.98) and belongs to an item from Salary Dimension: "I believe my salary is fair".

Table VIII. Dimensions, items, means and standard deviations of Extrinsic Factors

Dimension	Items	Mean	SD
Company's policy	1. I am proud to work for this company because the company policy is favourable for its workers.	3.36	0.68
Relationship with peers	2. My colleagues are helpful and friendly.	3.43	0.65
Relationship with supervisor	3. My supervisors are strong and trustworthy leaders.	3.28	0.88
Salary	4. I believe my salary is fair.	2.68	0.98
Work security	5. I feel satisfied with the comfort I am provided at work.	3.16	0.79

5.3. The relationship of Self-Actualization, Affective Commitment and Intrinsic Factor's Management

Table IX includes the means, standards deviations and the correlation matrix for the variables studied. These data indicate that, overall, self-actualization is significantly correlated with perceived affective and normative commitment and management of intrinsic factors. As for the sample's demographic characteristics such as gender, age, level of education and function in the company, did not correlate significantly with the main variables of the study. Core self-evaluations is significantly and positively correlated with self-actualization ($r= 0.55$; $p<0.01$), affective commitment ($r= 0.34$; $p<0.01$) and management of intrinsic factors ($r= 0.52$; $p<0.01$).

Furthermore, as we were expecting, self-actualization is significantly and positively correlated with affective commitment ($r= 0.30$; $p< 0.01$) and management of intrinsic factors ($r= 0.59$; $p<0.01$). Regarding the management of intrinsic factors, data also indicates that this variable is significantly and positively correlated with affective commitment of an individual towards the organization ($r= 0.42$; $p< 0.01$).

The variable *Self-Actualization outside Work (SAoW)* has a higher mean average ($M=5.92$, $DP=1.21$) than *Self-Actualization at Work (SAaW)* ($M= 5.28$, $DP=1.63$). Both items were measured in a seven-point Likert scale where 1 is "strongly disagree" and 7 is "strongly agree". It is interesting to see that SAaW is significantly and positively correlated with affective ($r= 0.41$; $p<0.01$) and normative commitment ($r= 0.33$; $p<0.01$) whereas SAoW is not significantly correlated with affective commitment but only with normative commitment ($r= 0.21$; $p<0.01$).

The first hypothesis of our study, expected to understand if feelings of self-actualization (predictor variable) increase the affective commitment (criterion variable) of an individual towards the organization (H1). To address this question a simple regression analysis was performed and results support hypothesis 1 ($\beta=0.30$, $p< 0.05$).

The second hypothesis of our study expected to understand if the management of intrinsic factors (predictor variable) increases the affective commitment (criterion variable) of an individual towards the organization (H2a) and also feelings of self-actualization (criterion variable) (H2b). Another regression was performed and results support both hypothesis ($\beta =0.42$; $p< 0.05$; $\beta =0.60$; $p< 0.05$). Table X resumes the 3 simple linear regressions performed to verify the study hypothesis.

Table IX. Means, standard deviations and correlations of the studied variables

	Mean	DP	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1. Self-Actualization	5.83	0.79	–											
2. Affective Commitment	5.38	1.23	0.30**	–										
3. Continuance Commitment	3.70	1.21	0.03	–0.15	–									
4. Normative Commitment	4.35	1.33	0.21**	0.35**	0.43**	–								
5. Management of Intrinsic Factors	3.14	0.57	.59**	.42**	0.01	.40**	–							
6. Management of Extrinsic Factors	3.18	.56	.45**	.39**	0.12	.51**	.60**	–						
7. Core Self Evaluations	3.96	0.56	0.55**	0.34**	–0.07	0.24**	0.52**	0.42**	–					
8. Self-Actualization at Work	5.28	1.63	0.57**	0.41**	0.06	0.33**	0.72**	0.55**	0.47**	–				
9. Self-Actualization outside Work	5.92	1.21	0.43**	0.09	0.05	0.21**	0.34**	0.24**	0.29**	0.45**	–			
10. Gender	1.36	0.48	0.01	–0.10	0.02	–0.03	0.04	0.06	0.06	–0.006	0.38	–		
11. Age	27.6	6.2	0.15	0.03	–0.22**	–0.08	0.21**	0.07	0.07	0.17*	0.01	0.07	–	
12. Level of Education	3.79	1.15	–0.08	–0.06	–0.19*	–0.13	0.09	–0.07	0.01	0.12	0.03	–0.10	0.38**	–
13. Function in the Company	3.54	0.83	–0.03	–0.01	0.09	0.01	–0.14	–0.14	–0.10	–0.15	0.01	–0.06	–0.60**	–0.39**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table X. Simple linear regressions to verify hypothesis effects

Independent Variable	Dependent Variable	β	R²	R² Adjusted
Self-Actualization	Affective Commitment	.30*	.09	.30*
M. Intrinsic Factors	Affective Commitment	.42*	.18	.04*
M. Intrinsic Factors	Self-Actualization	.60*	.35	.59*

* p < 0.05

Considering the explanatory model proposed in this study, a moderation hypothesis was built. It is expected that the management of intrinsic factors (moderator) might be considered the context in which the relationship between self-actualization (predictor variable) and affective commitment (criterion variable) occurs. To verify the third hypothesis of moderation effects also termed as interaction effects, a regression analysis was performed according with the suggestions of Aguinis and Gottfredson (2010), Carvalho (2011) and Kenny (2011). The first step is to center both independent (X) and moderator (Z) variables and then generate the product XZ. The second step is to test the moderation model with the main effect of independent variable (Y), the moderator (Z) and the interaction (XZ), through a multiple linear regression analysis. As results are shown, we must evaluate the interaction effect significance (p-value of t test) and the effect dimension (R²).

Results, as shown in Table X, do not support the hypothesis of moderation. The interaction effect is not significant (p > 0,001), which means that the management of intrinsic factors does not affect the direction and/or strength of the relation between self-actualization and affective commitment.

Table XI. Interaction effect of intrinsic factor's management and self-actualization on Affective Commitment

Affective Commitment		
Variables	Beta	Sig.
Self-Actualization	0.079	0.399
Management of Intrinsic Factors	0.383	0.001
Interaction Effect	0.051	0.499
Adjusted R ²	0.170	
F	11.263	

Note: N= 151 * p <0.05

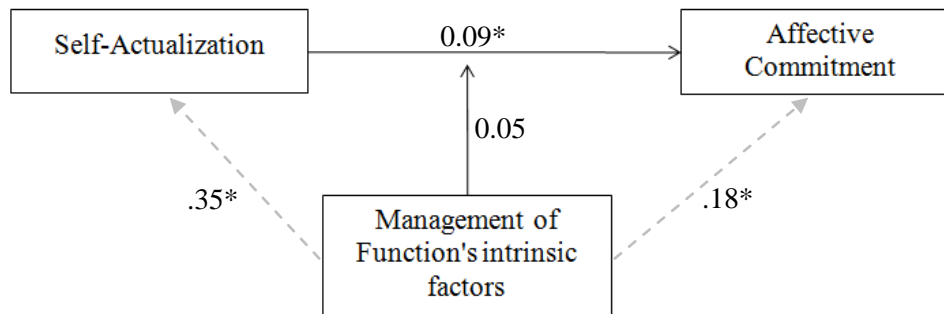


Figure 2. Explanatory power of the conceptual framework

Regarding the overall conceptual framework of the present study, self-actualization explains 9% of affective commitment variance. The management of intrinsic factors explains 35% of self-actualization variance and 18% of affective commitment variance. Concerning the moderation effects, results suggest that this model is not significant.

6. Discussion

In this section, we discuss the obtained results and their practical implications as well as we highlight some methodological issues to further encourage investigation of self-actualization.

The main goals of the current study were to enhance our understanding of how self-actualization needs are being addressed in organizations and also to understand the role of self-actualization and management of intrinsic aspects in the employee's commitment. In order to accomplish these goals, an exploratory case study was carried out. In the first phase, an interview was conducted with the HR director to explore the company's motivational practices and understand how they are addressing self-actualization needs. In the second phase, a questionnaire was administered to the employees in order to assess their perception of self-actualization feelings, intrinsic aspects of their function and affective commitment feelings.

Regarding the first goal of the study, results from the interview with the HR director reveal that the organization does not address employee's self-actualization needs. Considering that Hotel Urbano only has two years of existence, the HR department that would previously outsource all HR practices, started to have its own internal HR policies last year by the time an official HR leader was selected. This leads us to the conclusion that the Human Resources management in HU is still maturing, side by side with the company's own stage of development. According to the theory of five developmental stages of HR (Baird & Meshoulam, 1988), Hotel Urbano is in *Stage II – Functional Growth*, characterized by technical specialization, dynamic growth, expanded product lines and markets, and added formality in structure. A formal HR department is established and human resources management is needed in terms of primary functions such as recruiting, compensation, and training. Human resources management's effectiveness depends on its fit with the organization's stage of development (Baird & Meshoulam, 1988). As Hotel Urbano is growing and developing very fast, the HRM is also moving towards a more strategic approach. However at the present moment they are totally focused on more tangible aspects such as employee's productivity and building a strong basis to support their workforce. Regarding the motivation practices they are focused in the employee's recognition rather than their self-actualizations needs. The orientation towards employee's self-actualization will probably emerge in the coming years of Hotel Urbano's development and maturation.

Concerning the second goal of the study, the overall results from the analysis of employee's answers to the questionnaire, provide evidence of moderate linkages between self-actualization, affective commitment and management of the intrinsic aspects of the function.

In the first hypothesis it was expected that self-actualization and affective commitment would be significantly correlated in a positive way. Results supported this hypothesis, indicating that when self-actualization increases, the levels of an individual's affective commitment towards the organization will also augment. These findings are in accordance with Hirschi's (2012) previous study that linked callings and work engagement. There are various possible explanations to this relationship, people who feel self-actualized have a sense of meaningfulness and identity at work (Hirschi, 2012), are more successful in finding work that fits their personal needs and abilities because they are more engaged in their career management (Hirschi, 2011), they also experience more social-psychological prosperity and well-being (Diener et al., 2009; Ryan & Deci, 2001).

In the second hypothesis (H2a) it was expected that the management of intrinsic factors and affective commitment would be significantly correlated in a positive way. Results supported this hypothesis, demonstrating that the greater the organization's management of intrinsic aspects, the greater will be the affective commitment of the employees towards the organization. Literature highly supports these findings. Meyer & Allen (1991) noted that the antecedents of affective commitment fall into four categories: personal characteristics, structural characteristics, job-related characteristics and work experiences. The intrinsic factors are variables in the work experience's category. Following the hygiene/motivator distinction made by Herzberg (1966), we observe that the intrinsic factors are those that contribute to employee's feelings of competence at work and have been found to correlate to affective commitment in various studies: work itself (Buchanan 1974); achievement (Angle & Perry, 1983), recognition (Buchanan, 1974), opportunity for advancement (O'Reilly & Caldwell, 1980), growth (Mohrman, 2003), autonomy (Colarelli, Dean & Konstans 1987), task significance (Hackman & Oldham, 1975). In the second hypothesis (H2b) it was expected that the management of intrinsic factors and self-actualization would be significantly correlated in a positive way. We found support for this hypothesis, showing that a greater management of the intrinsic aspects of the function increases the

feelings of self-actualization. These results are supported in the literature. Following the Work Design Measure (Morgeson & Humphrey, 2006) which entails a three component structure of work (motivational characteristics, social characteristics and contextual characteristics), the basic principle of the motivational approach is that jobs will be enriched (i.e., made more motivating and satisfying) if high levels of these characteristics (intrinsic factors) are present. Considering the interaction between personal dispositions and environmental factors, individuals whose work experiences are compatible with their personal dispositions (i.e., provide fulfillment of needs, use of abilities, expression of self and values, etc) have more positive work attitudes (Meyer & Allen, 1991) and more positive life attitudes leading both to increased feelings of self-actualization.

Regarding the fourth hypothesis, it was expected that the management of intrinsic factors would moderate the relationship between self-actualization and affective commitment. Contrary to the assumptions, the indirect effects of self-actualization on affective commitment were not conditional to the level of intrinsic factors management. These findings leave inconclusive our question of what conditions allow self-actualized people to feel more affectively committed with the organization. One possible explanation is that from the 7 studied intrinsic factors, some might be more relevant than others (i.e., more explanatory power) and having them all together decreased the probability of moderation. A second explanation might be that if the perceived self-actualization is fostered outside the workplace, despite of having a good management of the intrinsic aspects of the function, affective commitment will not be increased.

From the descriptive statistics it was found that 91% of the inquired employees feel self-actualized which is contradictory with Maslow's findings (1968) that self-actualization rarely happens, certainly in less than 1% of the adult population. However it is an interesting fact that might be explained by cultural aspects of Brazil, people are generally happy and hold positive emotions. The overall perception of employee's affective commitment is good ($M=5,38$). Considering turnover as a behavioral correlate of commitment (Meyer & Allen, 1991), the fact that 71% of the inquired employees feels high affective commitment towards Hotel Urbano is good news. The management of intrinsic factors is also highly scored, in the employee's perception the organization provides adequate opportunities to grow but less autonomy to perform the their job.

Limitations and Future Research

There are several limitations to consider when interpreting the results of the present study. First, self-actualization definition, terminology and characterization are very ambiguous in the literature. The validated scales that measure this concept are very extensive and the only short-index validated is not, in our perspective, an appropriate measure of self-actualization in the recent period. The scale that measures self-actualization, intentionally built for this study, was not totally validated and therefore is not 100% reliable that is measuring what intends to. Second, the methodology itself – a case study – provides us results that can be interpreted only in the light of the company reality and therefore are not representative. Third, according with the literature, the sample is too small to infer any causal relationships, thus, it contributes only with possible hints of causal links between self-actualization, affective commitment and management of intrinsic factors.

The results of the current study offer a number of potential research directions to be explored. If self-actualization is indeed a positive construct as it relates to work outcomes, much more evidence is needed about what conditions shall be created in order for self-actualization to express. First of all, I strongly encourage further validation of the self-actualization scale so that more research can be done using self-actualization's concept in the organizational context. In the literature, Maslow describes self-actualized people as being creative, flexible, courageous, open and humble and they have willingness to make mistakes. These characteristics should be confirmed with observational studies in the organizational context. In this study, the outcome was affective commitment; however, considering the demands and new tendencies of the market, I believe it is very appropriate and adequate to study as outcome variables innovative behavior and productivity. I would also suggest studying self-actualization needs across generations because organizations nowadays are made of people from different generations who cooperate and work together. Self-actualization is a characteristic of generation Y where the knowledge workers emerged or is it possible to find it in former generations such as baby boomers or X generation? In addition, the conditions where self-actualization occurs needs further research so as to provide organizations with practical hints on how to stimulate employees living up their fullest potential and therefore allow the organization to excel with a group of people self-actualizing their talents.

7. Conclusion

In an era where more individuals have undertaken deep personal change striving for self-actualization, the deepest of all satisfactions might be knowing that their short time on earth has been well spent and it mattered (Collins, 2001). Work is a dominant part of our lives, replacing some social structures that created connection and meaning in our lives. Therefore, emerges the need to redefine success as something more intangible, more meaningful: the idea that we can transform ourselves and the world through the work we do. We live in a high-tech world however we shall not forget that work is at its core a fundamental human endeavor. There is a fundamental aspect in human nature, the capacity to be interested. However there are conditions that facilitate and others that boycott this innate ability. I believe HR has a unique role in the organizations that is to create the conditions for a healthy competitive workforce to exist. Thus, HR efforts must be channeled to create healthy supportive environments that allow human capabilities and potential to unfold. This supportive environment is not only made of punishments and rewards as believed in the old system, but made of autonomy, mastery and purpose (Pink, 2009). Evolution in organizations might be waiting for a new perspective on employees, not as human resources, but as partners, as internal customers.

The exploratory results achieved in this study suggest that self-actualization is correlated with organizational outcomes and should be further addressed in the organizational context. I believe the main contribute of the current study is raising awareness on both sides. In the organizational perspective, the awareness of using workforce's potential as a strategy to achieve peak performances. Creating loyalty with the internal customer might by a question of paying attention to intangible in the top of the pyramid, asking the right meaningful questions and measuring what really counts in terms of human capital. These measures do not ask for complex formulas, it can be simple as measuring the conditions created for a happy self-actualized workforce to occur. In the employee's perspective, the awareness of self-actualization needs and intrinsic motivation which are important to connect with the organization and fully experience their lives.

8. References

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9. Annexes

9.1 Questionnaire

Questionários Online FGV - Motivação do Capital Humano

Motivação do Capital Humano

Caro participante,

Este questionário pretende recolher dados sobre o potencial humano e a gestão da motivação, com vista ao enriquecimento da literatura científica e das práticas de gestão sobre esta temática.

Este estudo respeitará todos os requisitos dos processos de investigação, garantindo-se o anonimato e confidencialidade dos dados obtidos, sendo a divulgação reservada apenas a fins académicos e científicos. Neste questionário não existem respostas certas ou erradas, apenas pretendemos conhecer a sua opinião sincera.

Gostaria assim de contar com a sua colaboração para esta investigação.

Se desejar receber mais informações acerca deste estudo poderá contactar nos diretamente: Isa Machado (isamachado.aiesec@gmail.com), Prof. Doutora Rosário Cabrita (rosariocabrita@gmail.com). Com 6 questões, o preenchimento deste questionário demora cerca de 10 minutos.

A sua participação é muito importante. Muito obrigado pela sua colaboração neste trabalho.

Questão 1

1 Pense agora em si próprio. Indique o seu grau de concordância relativamente a cada uma das afirmações apresentadas.

*

Por favor, escolha a resposta adequada para cada item:

	1 Discordo Totalmente	2	3	4	5 Concordo Totalmente
Estou confiante que obtenho o sucesso que mereço na vida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Às vezes sinto-me deprimido.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quando eu tento, geralmente tenho sucesso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Às vezes, quando eu falho sinto-me inútil.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu completo tarefas com sucesso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Às vezes, eu não sinto que tenho controlo sobre o meu trabalho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No geral, estou satisfeito comigo mesmo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estou cheio de dúvidas sobre a minha competência.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu determino o que acontece na minha vida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu não sinto controlo sobre o sucesso da minha carreira.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sou capaz de lidar com a maioria dos meus problemas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Há momentos em que as coisas parecem bastante sombrias e sem esperança para mim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questão 2

2 Indique o seu grau de concordância relativamente a cada uma das afirmações apresentadas. *

Por favor, escolha a resposta adequada para cada item:

	1 Discordo Totalmente	2	3	4	5	6	7 Concordo Totalmente
Eu vivo uma vida com propósito e significado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As minhas relações sociais são favoráveis e gratificantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu estou comprometido e interessado nas minhas atividades diárias.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu contribuo activamente para a felicidade e o bem-estar dos outros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sou competente e capaz nas atividades que são importantes para mim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sou uma pessoa boa e vivo uma vida boa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sou optimista sobre o meu futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As pessoas respeitam-me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questão 3

3 Agora pense no seu trabalho. Indique o seu grau de concordância relativamente a cada uma das afirmações apresentadas. *

Por favor, escolha a resposta adequada para cada item:

	1 Discordo Totalmente	2	3	4 Concordo Totalmente
Sinto-me satisfeito com o meu trabalho porque dá-me uma sensação de realização.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu escolho a progressão na carreira em vez de incentivos monetários.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meu trabalho é desafiador e excitante.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sinto-me apreciado e reconhecido quando faço bem o meu trabalho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O meu trabalho permite-me crescer e desenvolver-me como pessoa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O meu trabalho permite-me aprimorar a minha experiência, competências e desempenho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O meu emprego proporciona-me uma autonomia significativa na tomada de decisões.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O meu emprego dá-me uma oportunidade considerável de independência e liberdade na forma como desempenho o meu trabalho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O meu trabalho é muito significativo e importante no esquema mais amplo das coisas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Os resultados do meu trabalho provavelmente afetam significativamente a vida de outras pessoas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenho orgulho de trabalhar para esta empresa porque a sua política é favorável para os trabalhadores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Os meus colegas são simpáticos e prestáveis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Os meus supervisores são líderes fortes e de confiança.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu acredito que meu salário é justo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sinto-me satisfeito com o conforto das condições de trabalho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questão 4

4 Indique o seu grau de concordância relativamente a cada uma das afirmações apresentadas. *

Por favor, escolha a resposta adequada para cada item:

	1 Discordo Totalmente	2	3	4	5	6	7 Concordo Totalmente
Eu tenho consciência das minhas forças e fraquezas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sirvo-me por completo das minhas próprias habilidades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sou tudo aquilo que sou capaz de ser.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu escolho viver com os valores e crenças que espelham quem eu sou de verdade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu desfruto dos momentos em que estou sozinho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na maioria dos dias tenho um sentimento de realização pelo que faço.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sou sensível às necessidades dos outros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu envolvo-me em causas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu temo não viver o meu potencial máximo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu não tenho nenhuma missão na vida para a qual me sinto especialmente dedicado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5

Indique o seu grau de concordância relativamente a cada uma das afirmações apresentadas.

*

Por favor, escolha a resposta adequada para cada item:

	1 Discordo Totalmente	2	3	4	5	6	7 Concordo Totalmente
Sinto-me realizado por meio de atividades que desempenho no meu local de trabalho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinto-me realizado por meio de atividades que desempenho fora do meu local de trabalho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questão 5

6 Pense agora nos seus sentimentos acerca da empresa para a qual trabalha neste momento e diga, por favor, em que medida concorda ou discorda com cada uma das afirmações apresentadas. *

Por favor, escolha a resposta adequada para cada item:

	1 Discordo Totalmente	2	3	4	5	6	7 Concordo Totalmente
Eu gostaria bastante de desenvolver o resto da minha carreira nesta empresa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muitas coisas na minha vida sofreriam um grande transtorno se eu decidisse sair desta empresa agora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu não sinto qualquer obrigação em permanecer no meu actual emprego.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mesmo que fosse do meu interesse, não me sentia bem em deixar agora a organização em que trabalho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neste momento, permanecer nesta empresa é tanto uma questão de necessidade quanto de vontade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu não me sinto como fazendo "parte da família" na minha empresa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu sinto que por falta de outras opções não posso considerar a minha saída desta empresa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentir-me-ia culpado se deixasse a minha organização agora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esta organização merece a minha lealdade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu não me sinto emocionalmente ligado a esta empresa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esta empresa tem um grande significado pessoal para mim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Um dos principais motivos pelos quais continuo a trabalhar para esta empresa é que a minha saída implicaria um sacrifício pessoal considerável – uma outra empresa poderia não oferecer os mesmos benefícios que tenho nesta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinto-me em dívida para com a organização em que trabalho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se eu não tivesse investido tanto de mim nesta organização, eu considerava seriamente a hipótese de ir trabalhar para outra organização.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu não sinto um sentido de pertença forte em relação a esta empresa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questão 6

Por último gostávamos que nos indicasse alguns dados gerais de caracterização.

7 Sexo *

Favor escolher apenas uma das opções a seguir:

- Feminino
 Masculino

8 Idade *

Por favor, coloque sua resposta aqui:

9 Qual o grau de escolaridade mais elevado que já completou? *

Favor escolher apenas uma das opções a seguir:

- Ensino Fundamental (Primeiro Grau)
 Ensino Médio (Segundo Grau)
 Frequência universitária
 Graduação
 Pós-Graduação
 Mestrado
 MBA
 Doutorado
 Outros

10 Qual a sua função dentro da empresa? *

Favor escolher apenas uma das opções a seguir:

- Chefia de Topo (Direção)
 Responsável pelo Departamento
 Líder de equipe
 Colaborador Operacional
 Outros

11 Em que empresa trabalha? *

Por favor, coloque sua resposta aqui:

Esta questão é confidencial, tal como todas as outras, e apenas servirá para efeitos de tratamento da amostra.