

Book Reviews

Work and the Nature of Man. By Frederick Herzberg, 1966. Available from The World Publishing Company, 2231 West 110 St., Cleveland, Ohio 44102. 203 pp. \$4.50.

According to the author, we cannot understand man's nature without looking at his duality, or two sides. Man, he says, has an animal side which strives to alleviate pain and suffering. In work, needs of this type are met by what are labeled "hygiene" factors. But man also has a psychological side. Needs of this type can be met only by "motivator" factors. Both types of needs are justified. However, many supervisors and administrators use hygiene factors (such as salary, status, and working conditions) in an attempt to motivate. These persons, Herzberg says, should use motivator factors such as more freedom for achievement, responsibility, advancement, growth, and recognition for achievement, in motivating workers.

These conclusions are based on evidence reported in this book. As an addition to two previously published works (*Job Attitudes: Research and Opinion*, 1957, and *The Motivation to Work*, 1959), Herzberg reviews 16 replications of the study in which these theoretical ideas originated. These studies cut across many occupations (including the Extension Service), different educational and job levels, both sexes, different age levels, different cultures, and different races.

Herzberg reviews 15 additional studies that support the dual approach to motivation. These studies also suggest that man is satisfied by certain work characteristics and dissatisfied by an entirely different set of work characteristics.

In previously reported work, researchers found that "motivator" or "satisfier" factors were (1) achievement, (2) recognition of achievement, (3) responsibility, (4) advancement, (5) possibility for growth, and (6) work itself. These factors were more often associated with positive feelings about the job. The "hygiene" or "dissatisfier" factors were (1) policy and administration, (2) supervision, (3) interpersonal relations with peers, supervisors, and subordinates, (4) working conditions, (5) status, (6) salary, (7) personal life, and (8) job security. These factors were more often connected with negative feelings about the job. It was concluded that man is satisfied or motivated by one set of factors and dissatisfied by another set.

Use of this motivation-hygiene theory is discussed in the final chapter

of the book. Herzberg suggests that the organization be divided into two divisions. One division would be concerned with the worker's hygiene needs (this could be the present personnel department). The other division would be concerned with the worker's motivator needs or psychological growth, including (1) re-education of workers; (2) job enlargement by emphasizing achievement opportunities, more complex tasks, open-end tasks, higher order tasks, and development of tasks of personal worth; and (3) remedial work dealing with technological obsolescence, poor performance, and administrative failure.

This book should be a "must" on the "books to read" list for all administrative personnel at the county, state, and national level.

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LAVERNE FOREST
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Human Behavior in Organizations. By Leonard R. Sayles and George Strauss, 1966. Available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. 500 pp. \$8.95.

Authors of this book focus in a practical manner on the relationships of persons in organizations and the role that management plays in making these relationships effective for both the individual and the organization. Presentation of a realistic view of the dynamic interplay of people and structure in organizational relationships is the basic objective of the book. The content is divided into five parts: individuals, jobs, and groups; leadership and motivation; managerial skills; organization; and management responsibilities. The broad orientation of the book is toward an industrial setting.

Parts two and three, devoted to leadership and motivation and to managerial skills, appear to have the most relevance to an educational agency such as the Cooperative Extension Service. Although other sections of the book are not as pertinent, they are well worth skimming, particularly for the newcomer to personnel management responsibilities. These sections provide a broad perspective of changing work conditions, as well as individual needs and interests in today's society.

Case examples are liberally distributed throughout each chapter, providing many illustrations of how principles of personnel management are applied to specific situations.

The authors illustrate clearly that it is very unlikely that two personnel situations will present the same problem in all respects. However, they also indicate that an understanding of principles of personnel management will help the personnel manager act effectively in his coordinating role.

The practical orientation of *Human Behavior in Organizations* and

its straightforward presentation should appeal to adult educators. The personnel manager interested in building a working reference library will find many useful ideas in this book. The orientation toward an industrial setting may require that the reader make some transitions to apply the information to an educational organization. However, the content of this book appears to justify this effort for the personnel manager interested in improving his effectiveness.

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JAMES W. MATTHEWS
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Leadership and the Power of Ideas. By Martin Tarcher, 1966. Available from Harper & Row, Publishers, New York, N.Y. 10016. 187 pp. \$5.95.

The theme of this book is that adult education programs in leadership development are not in tune with the realities of our time. The author, head of the Extension Division of the Leadership Training Center at the University of California, Berkeley, contends that most contemporary leadership training programs conducted by universities and industry—although widely popular—are often focused more on popularized techniques and gimmicks rather than on equipping people to cope with complex problems in today's world.

Persons interested in leadership development and the process of community problem-solving should find this book challenging and interesting. The author points out the transformation of our society from its agrarian past to a modern industrial society and discusses the failure of our educational system in applying intellectual and social innovations to the increasingly complex problems of a modern society. The author contends that leadership development programs are caught in a "technique trap" instead of focusing on the practical application of economic, political, and social theory to problems found in the community.

The message in this book has particular implications for Extension. The author criticizes administrators, curriculum planners, and department-oriented educators for their failure to develop adult education programs which adequately equip community leaders to deal effectively with problems of our society. He states that methods which were effective in the past are outmoded and that there is need for a new approach in leadership development.

A major shortcoming in present programs, according to the author, is the failure to develop a coordinated and unified attack on community problems by utilizing all of the disciplines of the university. He suggests developing and presenting leadership development programs within a framework of applicable principles from the social and natural sciences

to better equip leaders to approach problems in a scientific and rational manner. The author's ideas on how to accomplish this are, unfortunately, only sketchily presented. However, he does present a case example of how this broadened concept is applied to an actual leadership training situation.

Overall, this book is stimulating and thought-provoking in its focus on integrating educational theory with social and economic practice.

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Communication and Public Relations. By Edward J. Robinson, 1966. Available from Charles E. Merrill Books, Inc., Columbus, Ohio. 618 pp. \$12.65 (text edition \$9.50).

If you're looking for a ready formula to improve your public relations, this book is not for you. Or if you're seeking steps to wage a successful information campaign, look elsewhere. But if you want a deeper understanding of what happens in communicating with the public, your time will be well spent in studying this effort by Edward J. Robinson, chairman and professor, Communication Research Division, School of Public Communication, Boston College. For the trained communicator, this book reviews many principles of communication with which he is already familiar. For the Extension educator who hasn't specialized in communication, the book gives a good basic course in communication theory. This will take work and study, but it will bring better understanding as a reward.

Robinson reviews communication as a process involving a sender, a message, media, and a recipient. He discusses feedback. But then he goes farther than many authors. He proceeds to relate to communication such important concepts as motivation, learning theory, perception, semantics, attitudes role, status, diffusion, cognitive dissonance, and many others. It is these concepts that Extension workers need to master along with the skill or art of expression so commonly and wrongly assumed to be the core of communication.

The book is perhaps long on theory and short on application, but where lies its strength. Intelligent communication decisions, whether for public relations purposes or for broader educational objectives, must rest on sound theory and principles. This book gives a taste of the theory essential to effective communication.

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