

Module 1.1 Enquiry 3: Why do people work?

Learning outcomes	
1	Understand that there are different reasons for working and that individuals will have their personal priorities as to why they work.
2	Know the reasons why some people deliberately choose not to work.
3	Be able to categorise people into groups according to the reasons why they work.

Resources	Scissors, questionnaire, spreadsheet and Student Book to test Maslow. Optional spreadsheet package or template on Nuffield Investigations CD ROM (2002 edition).
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Key Skills	
C3.1a	Brainstorming in groups provides practice for this key skill

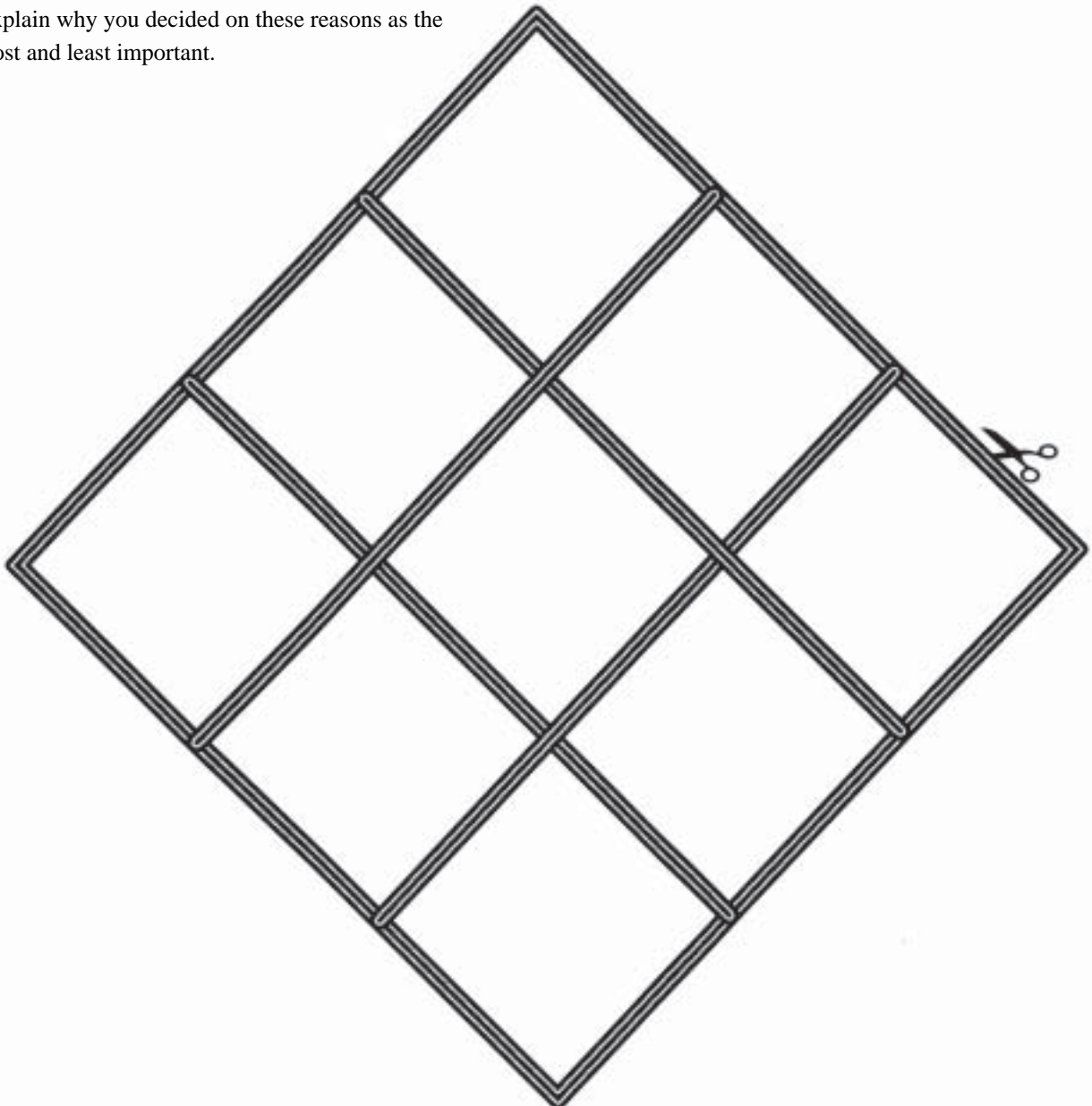
Time	Part 1 - 30 minutes Part 2 - homework plus 60 minutes (longer time will be needed if students wish to set up their own spreadsheet/database).
Running the activity	<p>Part 1</p> <ul style="list-style-type: none"> • In groups, brainstorm ideas on why people work. • Groups report findings to class. Select nine ideas they feel are the most important. Make sure voluntary work is covered. • In pairs, arrange these ideas into a diamond shape with the most important on top and least important at the bottom. <p>Part 2</p> <ul style="list-style-type: none"> • The class should use the questionnaire provided or adapt it. Each student should try it out on at least four people including themselves. • Collate the results. This can be done on a spreadsheet. • What relationships can be found between the early questions and question 6? • Test these against Maslow's hierarchy of needs.

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People work for all sorts of reasons. You are going to find out why and consider how this might influence the way that organisations treat their employees.

Part 1 What reasons?

- Brainstorm reasons why people work.
- Share these ideas with the rest of the class.
- Decide on the nine reasons at the top of the list and write them into the diamond shape below.
- Work with your neighbour to put them in order of importance. Cut up the diamond and rearrange the reasons in a diamond again, but with the most important at the very top and the least important at the very bottom.
- Explain why you decided on these reasons as the most and least important.



Part 2 Test it out

Let's find out what other people think. The following questionnaire is just an example of what you might want to ask. Use it as a model to develop your own.

Sample questionnaire



1. What is your job? _____

2. How do you classify your position in work? _____

a) senior manager

b) middle manager

c) self employed

d) voluntary assistant (unpaid)

e) skilled worker

f) unskilled worker

3. Is the job part time or full time? _____

4. Is the job temporary or permanent? _____

5. Are you responsible for others, to others or both? _____

6. Rank the five most important reasons why you work in this job (1 (highest), 2, 3, 4, 5 (lowest))

a) I need the money

b) The job is well paid

c) I am motivated in the workplace

d) I want job security now and for the future

e) Work allows me to be creative

f) I like making decisions and having responsibility

g) I feel challenged in work

h) I meet people socially

i) I feel a more valued member of the community

j) I like helping others

k) I earn the respect of others

l) I like being part of a team

Collate the results of the questionnaire. Entering the results on a spreadsheet will help you to sort and analyse your results. A suitable spreadsheet template with instructions is available on the Nuffield Investigations CD ROM. Alternatively you can use any spreadsheet package.



What relationships can be found between the early questions and question 6?

Find out what Maslow had to say about motivating people. Do your results fit with his views?

As a result of your research, would you make any changes to your 'order of importance' in Part 1?

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