



Maslow and IT Project Success The Psychological Edge



Description

- IT software projects are built by people, for people, to automate processes created by people. In evaluating project success, emphasis is often placed solely on objective criteria (e.g., delivery within schedule, budget, scope, and quality constraints). However, it is also the subjective perceptions of users that can “make or break” a system implementation. This course will provide a framework for a new way of thinking about and ensuring IT project success—one that applies an understanding of Maslow’s Hierarchy of Needs to address users’ psychological requirements. Using lessons from the advertising world, fresh insights, techniques, and real-life examples will be offered on how to make the users love your system.

Learning Objectives

- Participants will be able to relate Maslow's Hierarchy of Needs to IT systems development project outcomes
- Participants will be able to identify system deliverables that address users' psychological needs
- Participants will be able to apply best practices when implementing needs-based deliverables

Background (1)

- Premise #1: System “success” is the goal
- What is system success?
 - If you build a system that saves lives, and everyone must use it, but everyone hates it, is it a success?
 - (It’s effective, but it is *not* a success)
- Answer to question is not possible without an assumption...

Background (2)

- Premise #2: Systems are about people
 - IT systems are built by *people*, for *people*, to automate processes created by *people* that were designed to serve *people*
- What if you asked a user what “success” meant?
 - When people are asked if they like something, the answer you get is based on a variety of factors
 - People tend to synthesize their experience into a general feeling that informs their opinion
 - Here’s how the thought process works...

Background (3)

- Question: “How do you like the system?”
- Answer (underlying thought process):
 - *I used it the other day and it was slow to respond. That frustrated me no end.*
 - *I like the batch utility feature. It's saved me a lot of time.*
 - *I called Application Support following the rollout and they were unable to help me. That frustrated me no end.*
 - *The training materials were easy to use. They really did that right.*
 - *You're a Manager and I'm an Associate Manager. I'd better answer with respect.*
 - *I think I ate something bad for lunch. I feel sick.*
 - *If I answer him in detail, I'll be here all day. I think I'll dismiss him with a simple answer.*
 - *and so on...*

Background (4)

- Actual Answer: “It’s alright”
- Feelings and intuition provide an important basis for the answer
- “Splitting”: another reason why answers are subjective
- Premise #3: People are not primarily logical, they are fundamentally subjective and emotional

“We see the world not as it is, but as we are”

Talmudic saying

Background (5)

- Success should be viewed as a condition that is rooted in human perception. *It is a very subjective thing.*
- Communication is 90% of our jobs
 - Inherent relationship of communication to people: a people-centric concept
 - Shouldn't understanding your users' needs—beyond that of stated requirements—be equally important?

Background (6)

- Effective implementations provide a necessary foundation for success, but they are usually not enough to ensure a more holistic achievement of it
- Numerous methodologies exist to establish a framework for measuring success, but do not always address the deeper psychological needs of the users

Background (7)

- The techniques discussed target feelings as a strategy of influencing people at the level they truly operate, so that when a person is asked if they like a system, the positive influencing achieved at the subconscious level will percolate without translation into a meaningful answer, something like:
 - “It’s great—no really!” (The “no really” is very important: when you’ve heard this, you’ve arrived.)
 - Other unsolicited positive comments

Roadblocks

- Why do we ignore the subjective?
 - Strange territory for most people
 - Doesn't quantify easily
 - Is difficult to control
 - Significant challenge in taking that “touchy feely” stuff and applying it effectively—translating it—into meaningful actions within the systems context
 - IT staff with internal clients don't have benefit of calling upon marketing savvy resources
 - Everybody does it differently: no unifying principle
- *Nevertheless, addressing the subjective should be “baked in” from the beginning...*

Rhetorical Question

- As a matter of general psychology, what is the overriding characteristic that causes something—anything—to be viewed favorably by a person (to be liked or loved, to be remembered positively)?

Hypothetical Answer

- ...if the “something” fulfills an important need, and continues to do so on an ongoing basis

Rhetorical Question

- What are the important needs of a person?

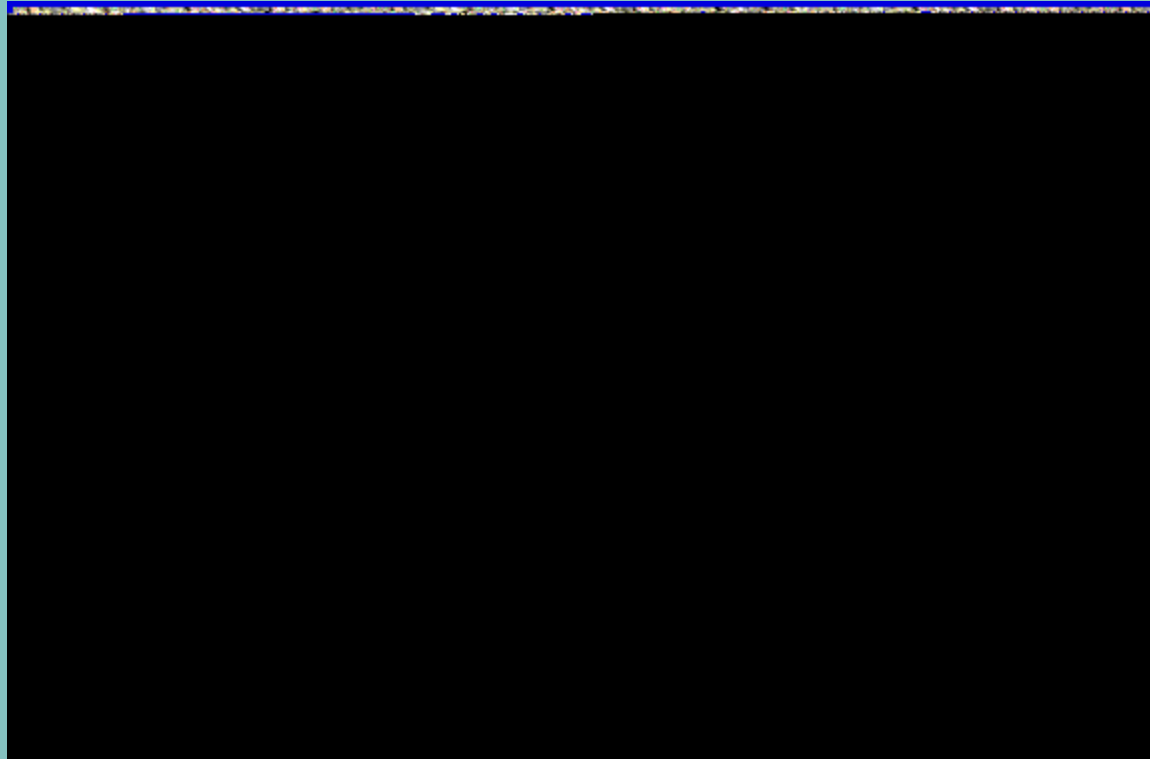
One Answer

- Maslow's Hierarchy of Needs
 - Physical comfort/pleasure (expectation of life and health, having adequate air, water, food, housing, clothing; obtaining positive input to senses)
 - Safety ((job) security, freedom from harm or other insecurity)
 - Social (love, affection, approval, friends, association)
 - Self esteem (accomplishment, respect, attention, appreciation)
 - Self actualization (self fulfillment, growth, and learning)

Maslow (1)

- Abraham Maslow (1954) attempted to synthesize a large body of research related to human motivation. Prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs, and sustains human behavior. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency.

Maslow (2)



Maslow (3)

- General characteristics:
 - The hierarchy of needs is based on assumption that one can typically only progress to the next level after all of the lower levels have been realized
 - Most of the things that a person seeks at a given level of the hierarchy are designed to protect, reinforce, cement, ensure things that the person has achieved at lower levels of the hierarchy
 - The higher one goes in the hierarchy, the more complicated and abstract become the roles played by objects designed to meet stated needs



Question

- How can a *system* meet a person's needs?

The Formula (1)

- Liking, being happy with something, etc., are subjective, emotional, psychological *states of mind*
- A system is an objective “thing” (an object) external to the user
- If a system is to effect happiness, it must somehow be related directly to the psychology of the user
 - *It must play a role in meeting a person’s needs*

The Formula (2)

- Eliciting user satisfaction is an essential ingredient of a successful rollout
- Meeting a user's psychological needs will elicit satisfaction (per our hypothesis above)
- Some objects can meet a user's psychological needs in certain contexts (detail to follow)
- A system is a type of object that can play the role of the objects described above
- Therefore, a system can elicit happiness

The Formula (3)

- We are looking at objects (things), because a system is a thing, and we need to understand how it fits in and what its role might be relative to a user's needs
- We have to meet needs with our system at all hierarchical levels (something for everyone), so that we can serve the psychological needs of every user and create an ongoing state of “need fulfillment”
- It is expected that doing this will reinforce a “successful” delivery

The Formula (4)

- Thinking about a system in this way leads to “out-of-the-box” thinking
- Approach provides a framework for explaining practices that we intuitively know are right
- The goal is to effect perceptual/behavioral change on an intuitive level
 - The user may not always fully understand why s/he is so happy with your system, but *you* will...

The Formula (5)

- Effecting behavioral/perceptual change can require some “influencing”
- Product advertising is instructive
- Ethical considerations
- Example and discussion

Caveats and Ground Rules (1)

- This may be the first time this has been done...
 - There will be some rough edges: 2-day seminar compressed to 2 hours
 - A lot of theory, exercises
 - Don't be afraid to sound silly
 - There will be some amusing moments
 - Process is a bit “mind-bending”
 - People generally do not think abstractly; they think tangibly
 - This exercise will force some very abstract thinking (we're not only thinking out of the box: in some ways we're obliterating the box)

Caveats and Ground Rules (2)

- There will be some awkward silences
- This is a framework for sparking any ideas that come to mind
- Given the novelty of the approach, there may need to be a measure of faith in the outcome
- There is an up front assumption that there is basic soundness to Maslow's theory. This isn't meant to be a class in psychology.
- You will receive materials that will make this easier to do back at the office. Please share any new ideas you come up with, so that they can be shared with other groups.
- Only apply within your company's guidelines
- There is no substitute for applying best practices

Approach Characteristics (1)

- Not some new-age suggestion, but a somewhat new concept
- Think of approach as a lighthouse that provides direction and orientation
- Techniques demonstrated do not require management buy-in or a culture shift
- Empowers IT professionals
- Undermines IT stereotypes
- Can be applied to any discipline

Approach Characteristics (2)

“When you’re up to your neck in alligators, it’s hard to remember that you should have drained the swamp.”

Even so, this approach can give you an edge if applied...

Need Level 1 (1)

- Need for physical comfort/pleasure (expectation of life and health, having adequate air, water, food, housing, clothing; obtaining positive input to senses)
- *A person fulfills this need in order to survive*
- A person fulfills this need by gathering control of (i.e., “owning”—either temporarily or permanently) **objects** that **directly** meet the need by **being/doing** the desired thing.
- An object *is* air, *is* water, *is* food, *is* a house, *is* clothing, *smells* good, *looks* good, *sounds* good, *feels* good, *tastes* good

Need Level 1 (2)

- So how do you link systems and needs?
 - Three variables to consider: What a system is, what it does, and who it does it to
 - Values of the variables when juxtaposed with each other provide a framework for approaching the problem
- Question that associates a system with a need:
 - “How can a system...
 - ...when viewed as [System Facet],
 - ...and when acting as [Object Characteristic],
 - ...meet the needs of [Audience]?”
- To answer the question, the following terms must be defined: System Facet, Object Characteristic, Audience

Need Level 1 (3)

■ System Facets

■ What is a system to users?

- People (“*We* are the system”)
- Services (functionality) (“What the system *does* is the system”)
- Physical Thing (with physical characteristics) (“What the system *is* is the system”)

- The system is viewed in the above ways by users; and therefore each definition will play need level roles (see next)

Need Level 1 (4)

■ Object Characteristics

- For Need Level 1, objects:
 - ...are physical things that provide comfort
 - ...are physical things that provide positive input to senses (smell good, look good, sound good, feel good, taste good)
- These physical things—objects—can be said to “play the above roles”
- The system is an object and will need to play these roles to meet this level of need

Need Level 1 (5)

- Audiences
 - To tailor the analysis, different groups of users can be differentiated
 - For this analysis, we will not differentiate in this way, but will address a “representative user” in all scenarios
- The system in its 3 facets plays the previous roles to benefit different audiences with varied needs
 - Only the user audience is considered, although others exist

Need Level 1 (6)

- We will combine specific values in the three categories (System Facet, Object Characteristic, Audience) to discover how a system can meet a user's psychological needs
- We will examine roles that are most appropriate (logical), realistic, high value and aligned with generally understood business requirements
- A loose assumption exists that there is an overlap between what is right for an individual and what is right for the business. This may not always be true.

Need Level 1 (7)

- How can a system...
 - ...when viewed as **People**...
 - ...and when acting as a **physical thing that provides comfort or meets sensory requirements**...
 - ...meet the needs of our **representative user**?
- In other words, “Can our team be or act as “things” that directly ensure physical comfort, or meet sensory requirements?”

Need Level 1 (8) Examples

- Team members can...
 - ...speak softly, respectfully, and reassuringly to users (“sound good”)
 - ...smile when interacting with users (“look good”)
 - ...be encouraging of users (“feel good”)
 - ...wear cologne/perfume (“smell good”)
 - ...organize a bake sale as a promotion

Need Level 1 (9)

- How can a system...
 - ...when viewed as Services (functionality)...
 - ...and when acting as a **physical thing that provides comfort or meets sensory requirements...**
 - ...meet the needs of our **representative user?**
- In other words, “Can system services be or act as “things” that directly ensure physical comfort, or meet sensory requirements?”

Need Level 1 (10) Examples

- The system can...
 - ...utilize pleasing sounds during audio events (“sound good”)
 - ...utilize consistent standards and pleasing colors for screens and functionality (“looks good and feels good”)
 - ...be the software that runs a pacemaker, water purification system, climate control system, etc.

Need Level 1 (11)

- How can a system...
 - ...when viewed as a physical thing...
 - ...and when acting as a **physical thing that provides comfort or meets sensory requirements...**
 - ...meet the needs of our **representative user?**
- In other words, “Can physical things related to the system (promotional items, the system as icon, etc.) be or act as “things” that directly ensure physical comfort, or meet sensory requirements?”

Need Level 1 (12) Examples

- System promotional items can...
 - ...have pleasing colors (“look good”)
 - ...make pleasing sounds (“sound good”)
 - ...smell good (Ideas?)
 - ...feel good (Ideas?)
 - ...taste good (Chocolates? What else?)
 - ...promote good health (Ideas?) (Vitamins?)
 - ...be items of clothing, protect against elements
 - ...meet basic human needs (air, water, food, spring water, air freshener/de-ionizer, comfort food, etc.)
- The system can come packaged in a well designed box

Need Level 2 (1)

- Need Level 2: Safety ((job) security, freedom from harm or other insecurity)
- A person fulfills this need in order to exist securely and with predictability
- A person fulfills this need by gathering control of objects that protect one from financial, physical, or psychological harm
- Objects include: a job, a home protection system, caller ID

Need Level 2 (2)

- Need level 2 objects are not synonymous with the desired state of feeling safe
 - A job is not in itself security
 - a home protection system is not in itself freedom from harm
- Instead, objects *effect a desired state* that meets this need by *preventing circumstances that would undermine previously met needs at Need Level 1*
 - An object at this level either effects a state (or provides a resource) that would allow a person to either retain existing Level 1 objects or to newly acquire Level 1 objects. Examples:
 - A home protection system creates a **state** of protection that **prevents** a burglar from entering a house and possibly **taking away life, health or possessions**.
 - A job provides a salary (**resource**: money), which can be used to **acquire** water, food, housing, etc. (and thus meet level 1 needs).

Need Level 2 (3)

- How can a system...
 - ...when viewed as **People**...
 - ...effect a state (or provide a resource) that would allow the user to either retain existing Level 1 objects or to newly acquire Level 1 objects...
- In other words, “Can our team create a state or provide resources that would allow the user to hold onto things that ensures physical comfort or meets sensory requirements?”

Need Level 2 (4) Examples

- Team members can...
 - ...reassure users that the system is here to stay (pick a name with solidity)
 - ...perform backups, provide failover
 - ...reassure users that promotional items will be replenished
 - ...advocate for formal recognition of system related user roles (Local System Administrators)
 - ...provide exceptional, knowledgeable support and training to give added comfort and security that the system will be available, *so that users will be able to do their jobs*

Need Level 2 (5)

- How can a system...
 - ...when viewed as Services (functionality)...
 - ...effect a state (or provide a resource) that would allow the user to either retain existing Level 1 objects or to newly acquire Level 1 objects...
- In other words, “Can the system behave in a way that creates a state or provides a resource that would allow the user to hold onto things that ensure physical comfort or meet sensory requirements?”

Need Level 2 (6) Examples

- The system can...
 - ...behave in a familiar, consistent manner over time
 - ...be easy to use (e-learning?)
 - ...act predictably
 - ...perform reliably
 - ...change predictably (all of the above reinforce a comfort level by promising availability and effectiveness)
 - ...dispense promotional items (“Easter Egg”)
 - ...protect the user from harm (e.g., air traffic control, life support, combat systems, external monitoring)
 - ...provide comfort (home intelligence systems)

Need Level 2 (7)

- How can a system...
 - ...when viewed as a physical thing...
 - ...effect a state (or provide a resource) that would allow the user to either retain existing Level 1 objects or to newly acquire Level 1 objects...
- In other words, “Can physical things related to the system (promotional items, the system as icon, etc.) create a state or provide a resource that would allow the user to hold onto things that ensure physical comfort or meet sensory requirements?”

Need Level 2 (8) Examples

- System promotional items can...
 - ...demonstrate a consistent look and feel over time (symbolize predictability)
 - ...be derivative in nature (i.e., be exchangeable for Level 1 objects)
- System media/output can...
 - ...be reliable and convenient to use
 - ...be watermarked for security purposes
 - ...be provided in hard copy

Need Level 3 (1)

- Need Level 3: Social (love, affection, approval, friends, association)
- A person fulfills this need in order to exist with psychological meaning and rationale
- The need is realized by eliciting love or affection from others, or by identifying people that can be the objects of their love or affection

Need Level 3 (2)

■ Objects

- Objects (usually people) are either passive, active, or both.
- A state of affection requires two objects—one that gives and one that receives. Both objects may give and receive at the same time.
- A **passive** object is one that is liked, and/or accepts affection. This type of object is made the “object of affection” because of qualities (e.g., appearance, familiarity, value, personality) it is perceived to already or potentially possess.
- An **active** object is one that likes, accepts (as part of the group), and/or gives affection to the Level 3 person. An **active** object may at first be **passively** influenced to behave in this way by the Level 3 person seeking affection or friendship.

Need Level 3 (3)

■ Objects

- Objects that are **familiar and reassuring** are more easily able to play a role.
 - The need for consistent training and other materials (familiar look and feel) may also be connected with this need.
- Objects that are **personalized** to the Level 3 person are more easily able to play a role.
 - The need for tailored and customized service and related communications are examples of how a system can create bonds with users
- The Microsoft Word paper clip animation is an example of how an inanimate object can be designed to encourage a bond between user and system

Need Level 3 (4)

- Why fulfill this need?
 - Objects play a role in giving, eliciting, or accepting emotions, so that a state of trust, belonging and emotional security are achieved. Objects that have been enlisted in participating in such an arrangement are *likely to more willingly afford protection from harm and to provide basic needs (lower level requirements) for a Level 3 person.*
 - Objects give a Level 3 person a **psychological reason** for independently meeting his/her own lower level needs.
 - Healthy attainment of a Level 3 need requires give and take on the part of the Level 3 person and the object. Establishing social bonds produces some degree of mutually coercive power among participants that *further ensures that the intended results described above occur.*

Need Level 3 (5)

- How can a system...
 - ...when viewed as People...
 - ...Give, elicit, or accept affection, friendship, or acceptance from the Level 3 person, so that a state of trust, belonging and emotional security are achieved?
 - ...Have qualities (appearance, familiarity, value, personality) that encourage bonding?
 - ...Require loyalty from—and give loyalty to—the Level 3 person?
 - ...Be familiar and/or reassuring to the Level 3 person?
 - ...Be personalized to the Level 3 person?

Need Level 3 (6)

- In other words, in what ways can team members:
 - ...give, elicit, or accept affection, friendship, or acceptance from/to the user?
 - ...affect qualities (appearance, familiarity, value, personality) that encourage a bond with the user?
 - ...require loyalty from and give loyalty to the user?
 - ...be familiar and/or reassuring to the user?
 - ...personalize their behavior to—or interactions with—the user?

Need Level 3 (7) Examples

- Team members can...
 - ...demonstrate a caring attitude by communicating through words and deeds that the user's concerns are important
 - ...provide support based on users' specialized needs

Need Level 3 (8)

- How can a system...
 - ...when viewed as Services (functionality)...
 - ...Give, elicit, or accept affection, friendship, or acceptance from the Level 3 person, so that a state of trust, belonging and emotional security are achieved?
 - ...Have qualities (appearance, familiarity, value, personality) that encourage bonding?
 - ...Require loyalty from—and give loyalty to—the Level 3 person?
 - ...Be familiar and/or reassuring to the Level 3 person?
 - ...Be personalized to the Level 3 person?

Need Level 3 (9)

- In other words, in what ways can the system:
 - ...give, elicit, or accept affection, friendship, or acceptance from/to the user?
 - ...affect qualities (appearance, familiarity, value, personality) that encourage a bond with the user?
 - ...require loyalty from and give loyalty to the user?
 - ...be familiar and/or reassuring to the user?
 - ...personalize its behavior to—or interactions with—the user?

Need Level 3 (10) Examples

- The system can...
 - ...include friendlier language in prompts and dialogs (and training materials)
 - ...provide helpful information via a user web site (hints, shortcuts, etc.)
 - ...provide positive feedback when a task is completed
 - ...be customized (or made configurable) when necessary to support individual needs
 - ...provide configurable tutorials that are user friendly
 - ...be context sensitive
 - ...do a kindness?

Need Level 3 (11)

- How can a system...
 - ...when viewed as a physical thing...
 - ...Give, elicit, or accept affection, friendship, or acceptance from the Level 3 person, so that a state of trust, belonging and emotional security are achieved?
 - ...Have qualities (appearance, familiarity, value, personality) that encourage bonding?
 - ...Require loyalty from—and give loyalty to—the Level 3 person?
 - ...Be familiar and/or reassuring to the Level 3 person?
 - ...Be personalized to the Level 3 person?

Need Level 3 (12)

- In other words, in what ways can system objects:
 - ...give, elicit, or accept affection, friendship, or acceptance from/to the user?
 - ...affect qualities (appearance, familiarity, value, personality) that encourage a bond with the user?
 - ...require loyalty from and give loyalty to the user?
 - ...be familiar and/or reassuring to the user?
 - ...personalize their behavior to—or interactions with—the user?

Need Level 3 (13) Examples

- System promotional items can...
 - ...be cuddly mascots, candy, flowers, cards
 - ...maintain a consistent identity
 - ...be appropriate to the personality of a user
 - ...be interactive games

Need Level 4 (1)

- Need Level 4: Self esteem (accomplishment, respect, attention, appreciation)
- A person fulfills this need in order to reinforce social bonds—and to establish additional bonds based on more abstract, mutually recognized criteria (e.g., based on professional standing, intellectual prowess, organizational value)

Need Level 4 (2)

- In pursuing self esteem, a person endeavors to become part of a larger system—and by playing by the rules of that system, to plug into the power relationships inherent in the system
- The end purpose of this affiliation is to acquire influence over others subscribing to the same system
- The need for self esteem is realized by excelling at work, joining professional organizations, getting promoted, engaging in activities that solicit notice from others, etc.

Need Level 4 (3)

■ Objects

- The person and the object (another person) play much the same roles as in social interactions above, except that a new dimension of mutual interdependence is achieved by participating in more objective, sometimes more stable, and almost always highly binding professional, cultural, or socio-political arrangements
- The mentor-student relationship exists in this space. Establishing a “mutual admiration society” based on accomplishment and respect further ensures the loyalty of others and increases the odds that they will perform as expected and provide the security desired at lower levels of the hierarchy. In addition, receiving accolades from others gives one confidence to pursue ever more effective forms of self esteem.

Need Level 4 (4)

- Objects, continued

- *In this realm, objects often act as symbols.* A person will collect objects that represent the degree of success achieved (power symbols). The objects allow a person to quickly establish new relationships with others who understand their meaning.

Need Level 4 (5)

- How can a system...
 - ...when viewed as People...
 - ...participate with the Level 4 person in professional, cultural, or socio-political system?
 - ...establish professionally based relationships with the Level 4 person (mentor-student, “mutual admiration”)

Need Level 4 (6)

- In other words, in what ways can team members:
 - ...participate with the Level 4 person in professional, cultural, or socio-political system?
 - ...establish professionally based relationships with the Level 4 person (mentor-student, “mutual admiration”).

Need Level 4 (7) Examples

- Team members can...
 - ...award system “honorary doctorates” to users
 - ...give testimonial dinners or meetings for super users
 - ...establish and train decentralized support infrastructure (LSAs) with “ranks” achievable through ongoing learning
 - ...advocate for formal company recognition of the above role
 - ...offer opportunities for presenting in front of other LSAs
 - ...advertise team accomplishments
 - ...establish an advisory panel for thought leaders
 - ...recognize outstanding efforts by team members and users
 - ...provide different promotional items to different growth levels
 - ...show special respect/deference to super users (within reason)

Need Level 4 (8)

- How can a system...
 - ...when viewed as Services (functionality)...
 - ...participate with the Level 4 person in professional, cultural, or socio-political system?
 - ...establish professionally based relationships with the Level 4 person (mentor-student, “mutual admiration”)

Need Level 4 (9)

- In other words, in what ways can the system:
 - ...participate with the Level 4 person in professional, cultural, or socio-political systems?
 - ...establish professionally based relationships with the Level 4 person (mentor-student, “mutual admiration”)

Need Level 4 (10) Examples

- The system can...
 - ...have varied sophistication levels (like some games)
 - ...track user accomplishments (“best score”)
 - ...perform in a manner consistent with accreditation standards

Need Level 4 (11)

- How can a system...
 - ...when viewed as a physical thing...
 - ...participate with the Level 4 person in professional, cultural, or socio-political system?
 - ...establish professionally based relationships with the Level 4 person (mentor-student, “mutual admiration”)

Need Level 4 (12)

- In other words, in what ways can system objects:
 - ...participate with the Level 4 person in professional, cultural, or socio-political system?
 - ...establish professionally based relationships with the Level 4 person (mentor-student, “mutual admiration”)

Need Level 4 (13) Examples

- System promotional items can...
 - ...be power symbols
 - ...reflect the professional attainment/standing of the user—either within or outside the system context
 - ...can be presented by respected peers

Need Level 5 (1)

- Need Level 5: Self actualization (self fulfillment, growth, and learning)
- A person fulfills this need in order to impart meaning to all activities in which he/she has been previously engaged
- At this level, the person gives without requiring a quid pro quo. Achievements are sought for reasons inherent to themselves (“because they’re the right thing to do”)
- Personal growth and enlightenment are viewed as ends unto themselves. Learning occurs for the joy of learning. The person becomes the validator of his/her own actions.

Need Level 5 (2)

- Self awareness allows a person to more accurately assess his position in the environment, and thus better position himself to achieve peace and security.
- The person becomes the definer of what is required to live peacefully (as opposed to merely securely). He avoids coercive relationships with others and instead establishes a binding contract with himself.
- In this sense, he seeks to align himself with an even higher level system, inclusive of those things which cannot be directly controlled, thereby quieting the remaining doubts that have existed throughout his journey to this level.

Need Level 5 (3)

■ Objects

- Objects at this level become less important as means to achieving a partially self centered end, and *instead become useful as means to attaining self actualization*
- People and things are sought out for their ability to raise awareness (books, teachers) and nurture. One is closer to the truth when in this state, and thus arguably held in higher esteem and more valued because of it
- Cynically speaking, it can be argued that the Level 5 person is seeking to align himself with a higher order of system for much the same reasons as outlined above relative to Need Level 4

Need Level 5 (4)

- How can a system...
 - ...when viewed as People...
 - ...facilitate creative expression, greater self awareness, and achievement of altruistic ends for the user?

Need Level 5 (5)

- In other words, in what ways can team members:
 - ...facilitate creative expression, greater self awareness, and achievement of altruistic ends for the user?

Need Level 5 (6) Examples

- Team members can...
 - ...reinforce the role of the system in realizing human benefit (e.g., clinical trials system that helps bring drugs to market sooner)
 - ...reinforce the role of the system in realizing company mission statement
 - ...align activity or promotions with a recognized cause

Need Level 5 (7)

- How can a system...
 - ...when viewed as Services (functionality)...
 - ...facilitate creative expression, greater self awareness, and achievement of altruistic ends for the user?

Need Level 5 (8)

- In other words, in what ways can the system:
 - ...facilitate creative expression, greater self awareness, and achievement of altruistic ends for the user?

Need Level 5 (9) Examples

- The system can...
 - ...directly achieve altruistic ends (e.g., save lives, help users spend more time with their families, help the environment)
 - ...help users achieve altruistic ends
 - ...facilitate creative expression for its own sake

Need Level 5 (10)

- How can a system...
 - ...when viewed as a physical thing...
 - ...participate with the Level 4 person in professional, cultural, or socio-political system?
 - ...establish professionally based relationships with the Level 4 person (mentor-student, “mutual admiration”)

Need Level 5 (11)

- In other words, in what ways can system objects:
 - ...facilitate creative expression, greater self awareness, and achievement of altruistic ends for the user?

Need Level 5 (12) Examples

- System/system promotional items can...
 - ...come in environmentally friendly packaging
 - ...reinforce earlier team messages
 - ...facilitate creative expression