

Is Motivation Essential for Creating New Lifestyles – Management Intervention Model for Female Immigrants from Developing Countries

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Abstract

This study examines coping strategies for female immigrants from developing countries (Northeast India and Peru) to a developed western country, Israel. Based on the dramatic cultural differences the “Shavei Israel” organization provided economic and administrative support for the foundation and administration of a multisystem employment project for women the organization helped emigrate from those countries. For 5 years, 2008-2013, only women who were strongly motivated managed to overcome many obstacles and reach the finishing line, thus acquiring a profession that is in demand. The paper relies on four theories which are the base of a complex set of processes stimulate, direct and preserve human behaviour – innovating and renewing, and mainly moving forwards. This study will be an analysis of the process of managing the project, its ramifications on the immigrants’ incorporation into their professions and Israeli society. Results and conclusions will be presented. The main message of this study is: creative management as a key to success.

Keywords: motivation, management, developing countries, immigration, absorption, occupation, training program, innovation, compensation, Mind Map, intervention, job market.

JEL classification: I24, M10, M14

Introduction

One of the results of the global political and economic changes that shocked the world over the past 70 years was the change in the spatial models of international immigration. Israel received immigration waves from all over the globe from 1948 (the declaration of Israel’s independence). Up to and including 2013 the total number of immigrants to Israel is 3,150,000 people. Today Israel is one of the only countries in the world to encourage the arrival of immigrants under the condition that the immigrant is Jewish according the Law of Return. The waves of immigration to Israel are shocks of change and the influence the economic, social, demographic and cultural structure of the country both on the national and regional-geographic levels. The proclaimed trend of the Israeli government’s policy

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has been reducing the degree of dependence immigrants have on the governmental and municipal systems so as to make the absorption process more efficient and flexible, to accelerate the entrance of immigrants to functions in the various aspects of life. The gradual transition of Israeli government from a planned economy regime to a free market regime affects not only immigration but all aspect of life, for over 30 years. This policy is different the immigration from Ethiopia which started in the 1980's and continues to this day. Approximately 100,000 immigrants have arrived from that country, and there has been significant government intervention regarding them in all aspects of life and financial support that has been ongoing for many years (Lifshitz 1995).

The "Shavei Israel" organization was founded in 2004 by Michael Freund as a result of his activities for over a decade assisting the Lost Tribes of Israel. The organization has set a goal of locating individuals and communities of the Lost Tribes of Israel – those with Jewish roots that were severed from the people of Israel over the generations, and paving their way to finding their legacy and identity. Along with its other activities, the organization accompanied the return of approximately two thousand members of the Menashe tribe who wished to return to their roots and immigrated to Israel from countries of Mizoram and Manipur in Northeast India, as well as the descendants of the Amazonian Jews in Peru.

In recent years the Jewish nation has been shrinking, with Jewish communities losing members. According to statistical studies the Jewish nation loses approximately 1,000 members per month. "Shavei Israel" is the only Jewish organization actively offering help to the "Lost Jews" in order to make their return easier. The abrupt and extreme transition from different cultures makes incorporation into employment and society at large difficult. 2,000 members of the Menashe tribe currently live in Israel – mainly in the outlying areas in the North and the South of the country. The immigrants from Peru also live in these areas. The education and professions acquired in their countries of origin do not allow them to integrate into the dynamic employment market in Israel, which mostly requires an academic education or a high level of technology. Women are marginalized into the secondary labor market, which is populated mainly by non-citizens and immigrants from third world countries. For women this mostly means caring the elderly and cleaning

Sicron and Leshem (1998) state that government policy viewed the absorption of immigrants in the Israel workforce as a high priority task, but in practice the policy implemented left the absorption into the workforce to the job market. "The wave of immigration that started flowing to Israel from the end of 1989 from the USSR found the government and public institutions in Israel without virtually any plans to absorb the immigration. The magnitude of this immigration quickly became clear – 710,000 immigrants arrive during 1989-1997. In 1990 government offices began drawing policy guidelines for immigration in various fields (housing, employment, etc.)"². Various studies focused on questions of whether there are significant differences in income between the participants in

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professional training programs and those who did not participate in these programs, and whether the professional training was worthwhile socially.

Research by Card and Sullivan (1988) focused on the effect of training the probability of employment. The training program they studied was the Comprehensive, Employment and Training Act (CETA). The program was offered in the USA by 450 agencies countrywide. The control group was sampled from the 1976 Current Population Survey (CPS) according the variables of age, experience and household income. The findings of this study show that participation in the program raised the probability of employment in the three years after participation in the program by 2-5%.

Ham and Lalonde (1996) used a social experiment that took place in the USA to estimate the effect of durations of employment and unemployment among women from the lower class. They used the National Supported Work Demonstration (NSW) – a program from the middle of the 1970's which was aimed at women supported by welfare services, drug addicts and former criminals in 10 areas in the USA. During the experiment which spanned 9-18 months the skills required from participants were gradually raised and the salary was slightly lower than the salary provided for similar work in the business sector. The result of the experiment show a rise in the rate of employment among women who participated in the training.

Ham and Lalonde show that there may still be a selection problem in the individual's decision to work (not the decision to participate in the training) as well as in the effect of participation in training on the individual's decision to work.³ Training programs offered by the public sector have recently come on to the agenda in the USA.

The immigrations from Peru and India were no challenge to the employment policy makers in Israel. The few attempts of government intervention made failed within a short period of time. The failure deepened the frustration and created a fracture in sentiment and society among the immigrants. Three years after my return from a year-long mission in Northeast India by the "Shavei Israel" organization I began building the employment project for female immigrants from Peru and Northeast India which this paper will discuss.

1. Research objectives

This paper analyzes how a small organization with few employees copes with taking on the full responsibility of the process of absorbing the immigrants to whom it is committed. Despite the difficulties and the absence of the required financial support it manages to lead a significant group to the finish line and to a respectable integration into the workforce in Israel.

A. The main message is the proof that motivation is a basic condition for the success of a process which includes professional training for female immigrants

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even when the language of the absorbing country is not yet spoken fluently and despite education gaps.

B. The experiment shown joint that of Ham and Lalonde, which is designated for lower class populations that shows an increase in the participation of women both in the training program and in integration into the workforce, and its goal is to put this data on the agenda of Israel's Ministries of Employment and Finance.

C. Creativity is a necessary condition for the fulfillment of these types of models, and it is not possessed only by "geniuses". In order to construct models that work and succeed all that is needed is the ability for deep enough analysis and time. The analytical skill allows a suitable glance into the full picture of the sphere as well as the ability to find the right cross-section of evidential knowledge and innovation (Arik Shani, 2007).

D. In Israel, which is considered as innovative in many areas, most organizations have yet to encourage innovation among employees, supervisors and administrators. The "Shavei Israel" organization encourages inventive and creative thinking, and as a result it is implemented in the field. Introduction and implementation of innovation are one of the targets of this report. The organization does not view innovation as an opposite to logical, "organized" thinking at the base of its modus operandi. On the contrary, the more the innovation brought on the expected results and processes of change, the more the chairman, Michael Freund, supported it in the field of employment for the immigrants. However, introducing innovations requires the implementer to monitor its progress closely and consistently as well as full and intensive cooperation with all involved (Shpivak, 2007).

2. Research Hypothesis

- The more coordination exists between the needs of the market and the needs, desires and abilities of the female immigrants, the more applicable and significant the learning of a new profession will be.
- The professional training must be challenging for the immigrant throughout its duration so as to open her to new horizons of knowledge and create interest.
- Theoretical learning should be transitioned into practical learning as well as allowing the immigrants to gain experience during their training in order to create an emotional connection with the studies, and in order to allow them to experience the financial gain of their studies.
- The training period must be short and focused.
- Retrospective learning is essential to the success of the professional training model. It forms insights, creates adjustments and makes the student stable and confident.

3. Methods and techniques

- Questionnaires with open-ended and closed-ended questions for the female immigrants
- In depth interviews with the immigrants, the teaching faculty and the project collaborators.
- Focus groups at constant intervals aimed at making sure the procedures are being followed and improving what needs to be improved.
- Reports on the immigrants' achievements throughout the professional training processes.
- Comparative charts
- Trial and error for follow-up purposes
- Collecting success stories of female immigrants from the same communities. These have created effective processes of dissemination and improved the other students' motivation.

4. Choosing the employment model: motivations, field research, cooperation

Up until 2006, approximately a year and a half after the foundation of "Shavei Israel", the organization provided training courses for female immigrants from India. The training spanned the course of one year, at the end of which the participants received a certificate for the profession of senior care assistants in hospitals or nursing homes. Thirty women aged 18-45 graduated from this program. By the end of the training period the women were placed in relevant positions in Jerusalem. The large majority of them live in outlying areas with a commute of about an hour. From a thorough investigation I conducted a year and a half after the graduation I found:

- A. An increased dropout rate and many who turned to cleaning job.
- B. A 90% rate of dissatisfaction.
- C. A desire to change the existing situation.

Attempts at professional training during two years with this population indicated high motivation and a will for personal challenges despite language acquisition problems, difficulties in leaving the safe place of employment for a period of studies, and many concerns over the unfamiliar employment future. However, it was clear to me that "When people feel connected to something with a purpose greater than themselves, it inspires them to reach for levels they might not otherwise obtain." G. Zimmer declared this in relating to business. And P. Kelly adds: "No business goal is worth sacrificing your values. If you have to treat people poorly or cut corners in your dealing with customers, forget it" (Schermerhorn, Wiley and Sons, 2002 p. 362).

Motivations and field research

The Jerusalem Employment Service informed me that the profession of dental assistants is in especially high demand in Jerusalem and the surrounding area. At the first stages they agreed to accept women with a low proficiency in Hebrew and the Service committed to provide assistance with language lessons. Since these were new immigrants they were given the option of utilizing their right to acquire a profession at nearly no cost. However, the course was 5 days a week, 8 hours per day, and they had to leave their workplaces which were mainly working with the elderly. Their income was low but certain. In interviews I conducted I recognized a common motivational line – a deep frustration and helplessness. This combination was my motivation for making the change. After joining with the Department of Community Dentistry in Hadassah Ein Kerem hospital I came with the idea to the chairman of the “Shavei Israel” organization. A meeting was convened and was attended by various functionaries and influential members of the organization as well as the chairman. I described my findings in the field and the fact that only three years after the training for the senior care assistants only a third of the participants were still in the profession, and presented the alternative I had found: a year-long course for certification studies to a profession that is in high demand – dental assistance. Since the Knesset was about to sign a law requiring all dentists to employ a certified assistant, a great shortage in assistants was created.

Table 1 Senior care assistant course, Herzog Hospital, Jerusalem

	2005	2006	Total
Total participants	25	23	70
Immigrant participants	16	14	30
Immigrant locations	14 Kiryat Arba 1 Ofra 1 Samaria	All from Jerusalem area	
Year of immigration	1999-2003	1999-2003	
Employment rate	100%	100%	
Dropout rate after 2 years	50%	50%	

* By 2013 only three members of the Menashe tribe still worked in the profession – 10% of those who finished training

* By 2014 only one member of the Menashe tribe still works in the profession – 3.33%. She has worked at the Herzog Hospital continuously over the past 8 years, and has also received certification as a dental assistant. She does not plan to leave the hospital, is paid 21% over the minimum wage and is eligible for pension rights. She also works as an assistant at a private association where she is paid 17% over minimum wage.

During the years 2004-2005 there was a large immigration from Iran to Israel. Most immigrants settled in the central area of Israel. An Iranian-Jewish benefactor living in the USA initiated an employment project in the city of Holon (where many of these immigrants settled) for fifty women aged 20-45. These women underwent one whole year’s training for the profession of dental assistant.

The studies were financed by the benefactor (who chose to remain anonymous) and the Ministry of Immigrant Absorption during which they were significantly rewarded for learning Hebrew. 95% of the immigrants successfully passed the government tests. At the end of their studies all the immigrants were placed at private clinics or those associated with health funds. This success was the model I wished to replicate due to its similar educational, cultural and personality traits.

My proposal was met with mixed reactions. While some supported the idea, others opposed it, claiming it would be simpler to have the immigrants work at “simple”, low-paying jobs for which they would need no training. However, I did not let these responses discourage me.

Despite the proven failure of the project initiated by the “Shavei Israel” organization, the chairman took full responsibility for my findings (figure 1) and gave me his blessing.

In 2007, out of 1,685 members of the Menashe tribe living in Israel, approximately 980 lived in the outlying areas near Jerusalem (Kiryat Arba, Beit El and Ofra). Thus I guaranteed safe candidates for the course about to open in November 2008. (Table 2)

Table 2. Distribution of members of the Menashe tribe in Israel, 2007-2008

Serial no.	Location	Heads of family	Families	Total number of people in families	Singles	Total number of people
1	Kiryat Arba	209	161	642	48	690
2	Nitzan	70	54	215	16	231
3	Beit El	67	488	196	19	215
4	Afula	52	41	158	11	169
5	Maalot	45	30	121	15	136
6	Sderot	20	16	76	4	80
7	Ofra	28	16	63	12	75
8	General – Jerusalem, Karmiel, Center, Beer Sheva	32	25	82	7	89
Total		523	391	1553	132	1685

Source: Shavei Israel Organization

In order to strengthen the future sorting process and create a strong partnership for leading the project, I joined with the head of the Employment Department in Kiryat Arba, where most of the candidates live. The project on which we both agreed required the mobilization and support of many factors (described below). Success is dependent on the systematic partnership and it is the key to motivate and empower the female immigrants who had already shown a high motivation for change, even before the sorting process began. We should in no way be content with the fact that they are working in low paying jobs and are not a burden on the State if the price is helplessness and the loss of self-respect. The

solutions I implemented exist in the Mind Map programs, which include tools that allow finding solutions for problems, encouraging thought and brainstorming with people on the Internet. During my years leading this project I had brainstorming sessions with Goldman and colleagues from the “Shavei Israel” organization. Problems arose right from the start, such as a lack of fluency in Hebrew which caused failures in the tests and even abandoning the course altogether, long absences without giving notice for family visits in India, and more. My mappings helped me efficiently manage the tracking of abnormal occurrences in managing the department and improving relations with various organizations, like forcing the Nursing Administration of the Ministry of Health to add a Member of the Menashe tribe who did not have the necessary education requirements but did have experience in dental work. (Budd, pp. 35-46; Farrand, Hussain, Fearzana and Hennessy, Enid, pp.426-431)

The dissatisfaction during the interviews I held in 2006-2007 was around 50%-80%, for the following reasons:

- A. Physical difficulty – The work necessitated lifting and moving the elderly for 8 work hours, causing exhaustion and a drop in motivation even among those working in private nursing homes, which were considered relatively prestigious.
- B. Low wages.
- C. Approximately 50% mentioned there was no option of advancement in the field.

5. Theoretical basis for the employment training process for immigrants from India and Peru

Shermerhorn (2002) describes these theories best:

A manager who leads through motivation does so by creating conditions under which other people feel consistently inspired to work hard. Obviously a highly motivated workforce is indispensable to the achievement of sustained high-performance results.

Out of the variety of existing theories on motivation, I based the entire process of managing and training the immigrants on three theories. This chapter will review these theories and analyze the data on which I founded the training model.

According to the first theory, Maslow’s hierarchy of human needs lower-order needs include physiological, safety, and social concerns, and higher-order needs include esteem and self-actualization concerns. Whereas lower-order needs are desires for social and physical well-being, the higher-order needs represent a person’s desires for psychological development and growth.”

Maslow offers two principles to describe how these needs affect human behavior. The deficit principle states that a need at one level does not become activated until the next-lower-level need is already satisfied.

People are expected to advance step by step up the hierarchy in their search for need satisfaction. At the level of self-actualization, the more these needs are satisfied, the stronger they are supposed to grow. According to Maslow, a person should continue to be motivated by opportunities for self-fulfillment as long as the other needs remain satisfied.

Maslow's ideas are very helpful for understanding the needs of people at work and for determining what can be done to satisfy them. His theory advises managers to recognize that deprived needs may negatively influence attitudes and behaviors. By the same token, providing opportunities for need satisfaction may have positive motivational consequences. (Shermerhorn, 2002)

In interviews conducted with the female immigrants, they expressed the principles coined by Maslow and mentioned that at every stage of the course, the next stage was a challenge. Finishing the first, theoretical part challenged them to the second part – practical application in the departments. After that part, some asked to be hired (even for a token salary) in the various clinics in Jerusalem. Two members of the Menashe tribe who finished their training in 2009 as assistants were already dreaming of the next step – studying to be hygienists.

The second theory I utilized was the Two-Factor theory of Frederick Herzberg.

The theory was developed from a pattern identified in the responses of almost 4,000 people to questions about their work. When questioned about what 'turned them on,' they tended to identify things relating to the nature of the job itself. Herzberg calls these satisfier factors. When questioned about what 'turned them off,' they tended to identify things relating more to the work setting. Herzberg calls these hygiene factors.

The two-factor theory associates hygiene factors, or sources of job dissatisfaction, with aspects of job context. That is, 'dissatisfiers' are considered more likely to be a part of the work setting itself rather than of the nature of the work itself. The hygiene factors include such things as working conditions, interpersonal relations, organizational policies and administration, technical quality of supervision, and base wage or salary.

To really improve motivation, Herzberg advises managers to give proper attention to the satisfier factors. As part of job content the satisfier factors deal with what people actually do in their work. By making improvements in what people are asked to do in their jobs, Herzberg suggests that job satisfaction and performance can be raised. The important satisfier factors include such things as a sense of achievement, feelings of recognition, a sense of responsibility, the opportunity for advancement and feelings of personal growth. (Shermerhorn, 2002)

The theory focuses on the nature of the job itself, and directs attention towards responsibility and opportunity for personal growth and development. The members of the Menashe tribe and the immigrants from Peru were looking for

what they didn't have in their workplaces. The motivation to look for something better, more rewarding and improved work conditions characterized 90% of those interviewed. Despite having experienced a difficult and extreme culture change, they were willing to risk their "safe" workplace to achieve a better future. They were influenced by their ambitious social and financial environment in Israel. In India, frugality is the norm. In Israel people aspire for more. The moment they had the opportunity to rise they took advantage of it. These women came from very patriarchal and unambitious societies. In Israel they undergo accelerated change processes. The equality between women and men seeps into the families and material achievements also make their way in. 80% of those interviewed expressed the concept of wanting more job satisfaction. In 2012-2013 two single female members of the Menashe tribe left their supportive families and society and moved from the north of the country to Jerusalem – a distance of 130km – and sought, as Hertzberg claims, new human acquaintances, a new profession and new working conditions.

The third theory I used was Equity Theory (Adams, 1963, pp. 422-436). The equity theory of motivation is best known through the work of J. Stacy Adams. It is based on the logic of social comparisons and the notion that perceived inequity is a motivating state. That is, when people believe that they have been unfairly treated in comparison to others, they will be motivated to eliminate the discomfort and restore a perceived sense of equity to the situation. The classic example is pay. The equity question is: 'In comparison with others, how fairly and I being compensated for the work that I do?' According to Adams' equity theory and individual who perceives that she or he is being treated unfairly in comparison to others will be motivated to act in ways that reduce the perceived inequity.

Equity comparisons are especially common whenever managers allocate extrinsic rewards, things like compensation, benefits, preferred job assignments, and work privileges. The comparison points may be coworkers in the group, workers elsewhere in the organization, and even persons employed by other organizations. Adams predicts that people will try to deal with perceived negative inequity, the case where the individual feels disadvantaged in comparison with others, by:

- Changing their work inputs by putting less effort into their jobs.
- Changing the rewards received by asking for better treatment.
- Changing the comparison points to make things seem better.
- Changing the situation by leaving the job.

This theory "is most conclusive with respect to perceived negative inequity. People who feel underpaid, for example, experience a sense of anger. This causes them to try and restore perceived equity to the situation by pursuing one or more of the actions described in the prior list, such as reducing current work efforts to compensate for the missing rewards or even quitting the job (Harder, 1992, pp. 321-33). By the same

token there is evidence that the equity dynamic occurs among people who feel overpaid. (Shermerhorn, 2002)

The in-depth interviews created a feeling of openness between me and the immigrants. It took a long time and close monitoring until the issues of compensation discrimination which Adams mentions came up. The members of the Menashe tribe belong to a shy, modest and very closed community. They do not complain much even when things are very difficult. The immigrants had done research and found that they would be better compensated as dental assistants. They understood that there is a gap between health fund clinics, which are governmental, and private clinics. However, some of them wanted to arrive with a certain level of experience and preferred to start at health funds, thus having the option of being better rewarded at the private clinics. This was their main motivation for wanting to acquire the profession of dental assistant. In the future they would have a privilege not afforded to them if they remained janitorial workers or assistants at kindergartens, nor even as senior care assistants.

6. Choosing a new profession: Dental Assistant

Dental assistance is recognized by the Ministry of Health as a paramedical profession. The role of the assistant is to facilitate the dentists work by performing both simpler and more complicated actions. The assistant is the dentist's right hand. Her work is considered paramedical on the one hand, and administrative on the other, and she is responsible for ordering materials and instruments, keeping track of inventory, classifying patients, taking care of appointments, updating the patient file, updating the dentists book and the receipt and invoice books, and keeping the atmosphere nice and relaxing for the patient before and during treatment.

The study program includes theoretical studies and practical training. At the end the participants take written and practical tests administered by the Ministry of Health. Those who pass the tests receive a work license. The duration of the course is a year and a half, three days a week, 8am to 4pm.

I chose the Department of Community Dentistry in Hadassah Ein Kerem hospital in Jerusalem which agreed to accept immigrants who were not completely fluent in the language for reasons of immigration absorption. The department also trains dental hygienists. This course is one of the more prestigious among the dental professions. Pay for hygienists is 30%-40% higher than for assistants. The professional training is two years, and its cost is three times higher. However, employment for those who acquire the profession is 40\$ lower than that of assistant. The studies are very demanding and did not seem appropriate for the immigrants. However, it posed a challenge for them, so one immigrant has finished the course and two more are undergoing it.

The requirements for the dental assistant course helped me find the immigrants from Peru and India who were right for the training.

The theoretical studies were only in Hebrew and required the lecturers to be open and flexible to retrospective teaching. This process takes into account

language barriers, repetition and memorization of terms for assimilation, a fear in students from the response of those surrounding them, avoidance of the creation of negative relationships in the classroom and mostly the students' need for stability (Havelock, 1971).

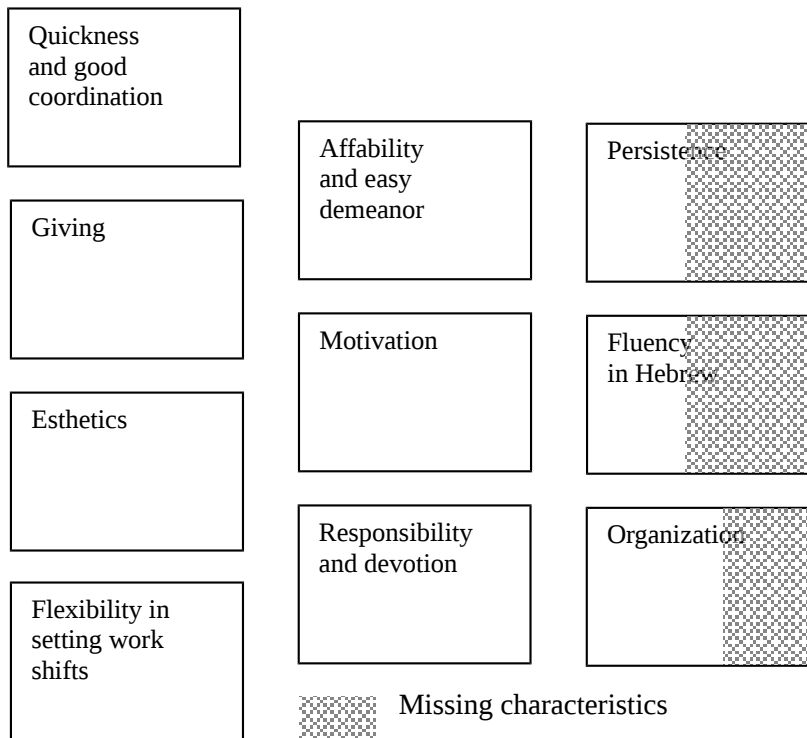


Figure 1 Necessary characteristics for dental assistants

In certain years, the immigrants were about half of the total class. However, in order to create a safe learning environment for them the course coordinator had to arrange team building activities, to constantly monitor difficulties distracting the students and to help find solutions. With each course we learned the appropriate patterns to incorporating the Indian and Peruvian immigrants into the rest of the population. These were necessary dissemination and assimilation processes. Learning from success is the basis of the retrospective method implemented in the training process (Ellenbogen-Prankowitz, Russeau, Rosenfeld, Alek, Weinstien, 2011). The “Shavei Israel” organization helped those who needed assistance with Hebrew tutoring and financial aid for the duration of the course. Financial aid was also attained from other external sources.

Spreading the studies over three weekdays allowed most of the immigrants to remain at their existing workplaces part-time to provide a basic income.

The option of advancement and self-empowerment is a motivational accelerant and a powerful spur.

Table 3 shows the changing yet stable dynamic in the immigrant training process. Employment is approximately 40% at private clinics at which wages are dependent on seniority and experience, approximately 17%-75% above minimum wage. The other 60% at health fund clinics, where wages are approximately 8%-21% above minimum wage.

Table 4 Participation of immigrants from Peru and India in the dental assistant and hygienist training programs

	First Year 2008	Second year 2009	Third year 2010-2011*	Fourth year 2012-2013**	Fifth year 2013-2014
Indian immigrants	8	5	2	9	2
Peruvian immigrants	0	0	2	3	1
Dropouts	3	0	0	0	1
Rate of employment	95%	95%	75%	100%	***

* One of the Peruvian immigrants took the dental hygienist training program in this year.

** Two of the members of the Menashe tribe began the dental hygienist program in this year. Their course is still in progress at the time of writing this paper.

*** This course is still in progress at the time of writing this paper

Conclusions

Motivation is a necessary condition up to a point of exclusivity for creating an employment status change among immigrants in a position of extreme intercultural transition. The motivation is usually, hidden. The motives for creating an employment status change are sometime unpredictable and are not expressed in public. Even populations that had led an ascetic lifestyle in the past, had lacked aspirations of self-actualization and materialistic achievements, and who had minimal expectations of themselves and a pessimistic worldview, may, in a new, different and challenging environment, develop motivation to create a significant change in their lifestyle.

The various theories dealing with defining and analyzing motivations all agree that motivation stems from various energies restrained within the person. When they are released they are his driving force.

This paper proves that motivation for creating processes of change can be identified and found even among immigrant populations from developing countries absorbed in developed Western countries: a population earning the minimum wage which is fixed in inferior workplaces which create dissatisfaction, frustration and discontent to a degree of hidden feelings of discrimination.

A country absorbing populations with low human capital must allow them the opportunity for self-actualization and thus improve their wages, social and

financial standing, and contentment, all because “there is no man who does not have his day and there is no thing that does not have its place” (Pirkei Avot, 4, Nezikin, Masechet Avot Mishnah 3).

Despite difficulties facing the immigrant, when he is motivated to create a change in the employment status he may not even have chosen himself, he will muster all the energy hidden in him to succeed.

The process of creating change in the field of employment requires exact mappings, managing challenging and appropriate training programs, investing resources and professional, skilled personnel who will escort the entire process until its conclusion.

The success of the process is also dependent on all collaborating entities: government offices, training program managers, course administrators, teachers, local authorities, and employers (whom the immigrants leave for their new path). All of them must recognize and respect the importance of creating this change for the immigrant population.

Managing the process is likened to the process of building a house. Every step depends on the one before and none can be skipped.

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