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An explanatory research on motivation, aspiration and goals of
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**What drives adolescents' performance:
An explanatory research on motivation, aspiration and goals
of high school students**

Research dissertation presented in partial fulfilment of the requirements
for the degree of
MSc in International Business Management

Graduate Business School
Griffith College Dublin

Dissertation Supervisor: Mark Campbell

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2nd September 2015

Candidate Declaration

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I certify that the dissertation entitled:

What drives adolescents' performance: An explanatory research on motivation, aspiration and goals of high school students.

submitted for the degree of: MSc in International Business Management is the result of my own work and that where reference is made to the work of others, due acknowledgment is given.

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Abstract

*What drives adolescents' performance:
An explanatory research on motivation, aspiration and goals of high school students.*

Matthias Bitdinger

This study showed that motivation did arise from specific situations and did depend on the distinct surroundings in the life of the high school graduates. Additionally, it showed that the ability of articulating motivation can be directly correlated with the level of motivation present in an adolescent. Furthermore, the outcome of this research was a diagram that links the type of motivation with performance and how different motivators can influence it.

The objectives of this study were to find out whether high school participants are already able to articulate their motivation and what their main motivational drivers are regarding performance. In addition to this, this research also found out what influence the work environment, atmosphere and rewards have on the individuals. At last, a mismatch between the expectations of the future employees and employers is investigated. In order to gather the necessary data for this research, semi-structured, qualitative interviews with partly open-ended questions were used.

Motivation is present in each and every individual, the only difference is that some are more able to articulate it and know exactly what motivates them, while others have not identified their motivational drivers yet. Hence, making it a very complex, diverse and especially individual subject that depends on a number of varies parameters. The interviewed individuals' underlying motivational drivers were independence and freedom which subconsciously influenced their decision making. This was the result from their directive nurture and the organised educational school life.

Table of Contents

CANDIDATE DECLARATION	II
ACKNOWLEDGEMENTS	III
ABSTRACT	IV
LIST OF FIGURES	VII
1 INTRODUCTION	1
1.1 OVERVIEW	1
1.2 RESEARCH PURPOSE	1
1.3 SIGNIFICANCE OF THE STUDY	2
1.4 RESEARCH OBJECTIVE	2
1.5 STRUCTURE OF THE STUDY	3
2 LITERATURE REVIEW	5
2.1 OVERVIEW	5
2.2 MOTIVATION	5
2.3 ABILITY TO ARTICULATE MOTIVATIONS	9
2.4 MAIN MOTIVATIONAL DRIVERS AND THEIR LINK TO PERFORMANCE	10
2.5 THE INFLUENCE OF WORKING ENVIRONMENT, ATMOSPHERE AND REWARDS	12
2.5.1 <i>Employee Engagement</i>	13
2.5.2 <i>Importance of Reward Systems</i>	14
2.5.3 <i>Working Environment</i>	17
2.6 CURRENT EMPLOYER EXPECTATIONS	17
2.7 CONCEPTUAL FRAMEWORK	19
2.8 CONCLUSION	21
3 METHODOLOGY AND RESEARCH DESIGN	23
3.1 OVERVIEW	23
3.2 RESEARCH PHILOSOPHY AND APPROACH	23
3.3 RESEARCH STRATEGY	24
3.4 COLLECTION PRIMARY DATA	24
3.4.1 <i>Sources</i>	29
3.4.2 <i>Access and Ethical Issues</i>	29
3.5 APPROACH TO DATA ANALYSIS	30
3.6 CONCLUSION	32
4 PRESENTATION AND DISCUSSION OF THE FINDINGS	33
4.1 OVERVIEW	33
4.2 FINDINGS	33
4.2.1 <i>Motivation</i>	35
4.2.2 <i>Ability to articulate motivations</i>	36
4.2.3 <i>Main motivational drivers and their link to performance</i>	37
4.2.4 <i>The influence of working environment atmosphere, rewards</i>	38

4.2.5	<i>Current employer expectations</i>	39
4.2.6	<i>Individual Analysis</i>	39
4.3	DISCUSSION	45
4.4	CONCLUSION	47
5	CONCLUDING THOUGHTS ON THE CONTRIBUTION OF THIS RESEARCH, ITS LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH	49
5.1	IMPLICATIONS OF FINDINGS FOR THE RESEARCH QUESTIONS	49
5.2	CONTRIBUTIONS AND LIMITATIONS OF THE RESEARCH.....	50
5.3	RECOMMENDATIONS FOR PRACTICE	50
5.4	RECOMMENDATIONS FOR FUTURE RESEARCH.....	51
5.5	FINAL CONCLUSION AND REFLECTIONS.....	51
	REFERENCES	53
6	APPENDICES	A
6.1.1	<i>Appendix A</i> –.....	<i>A</i>

List of Figures

Figure 1: Concept of Man	7
Figure 2: Dynamics in the Value Structure. Adapted from (Schwartz, 2012)	8
Figure 3: The Bitdinger Motivation Model.....	31
Figure 4: Changing Motivators in the Bitdinger Motivation Model	46

1 Introduction

1.1 Overview

Motivation is present in every individual. As there are more than seven billion people living in this world today, it shows that this topic has to be a very complex one as there are very different human beings with also very diverse motivations. Motivation depends on personality and is defined as the amount of effort one is willing to put in a task in order to arrive at a certain goal. In order to explore the underlying concepts and motivational drivers of individuals, this research is aimed at looking into the motivation of A level graduates and how it influences their decisions regarding career choice. A various number of concepts was developed in the past which shows the complexity of the subject matter and this research is also conducted in order to prove some to a certain extent as well as trying to combine some theories to form a more applicable model.

1.2 Research Purpose

The purpose of this research is to find out how adolescents that have just finished their A levels in Germany are motivated. Therefore their intrinsic and extrinsic motivations are explored in a qualitative research. In addition to this it will also be investigated to what extent they are already able to articulate their motivation and aspirations. This research will also show how the ability to identify motivation and aspiration influence the general level of motivation of the individual. In order to create a logical flow in the research, five main research questions were created. Being able to articulate the motivation is the first theme, followed by the identification of the main motivational drivers for the young students. In regard to this, it will also be investigated what factors are currently most important for the participants regarding the future job placement, whether it is the environment, the rewards or the atmosphere. Motivation can mainly be divided into extrinsic and intrinsic motivation. Hence, this research will show the presence of each motivation type and also explore which of both is dominant. Additionally, the research will review what expectations of employers might be and whether there is a mismatch between demands of the future employees and the employer.

Another purpose is to extend the research on motivation by exploring the individuals personally and to test whether certain theories can be applied and be identified throughout the interviews with the students. This will prove that the theories are still

applicable, as well as it will show how the different theories might be linked in order to describe the full motivational spectrum of the individual. Not only one theory might be right, wrong or dominant, but it could be rather a combination of different approaches that would describe the individuals' motivational behaviour best.

1.3 Significance of the Study

This study will highlight what the underlying motives for adolescents are regarding performance. What drives A level students towards reaching their goals? Literature on motivation already examines the concepts of intrinsic and extrinsic motivation, however, how they arise and what triggers a change in motivation is yet unclear. This study will help explore how motivation arises in high school students and what factors influence the amount of motivation one possesses. In this way, this study will link already developed concepts to specific individuals and show how their motivation influences their decision making. The number of existing theories emphasises the complexity of the topic and this research will also combine different theories from literature to create a more suitable and more applicable model that describes the complex nature of individual motivation. This study is unique to the extent that it explores the motivation of the participants far deeper than a quantitative analysis could and hence provides a profound set of data. It will also help to show the significance of the literature on motivation and how it is perceived by individuals.

1.4 Research Objective

In order for this study to contribute to the existing literature, a set of main themes was developed that will be in the focus of this research. Here, the research questions that I am going to answer in this thesis are described:

One aspect of this study is to find out whether high school students are already able to articulate their goals and motivations clearly. This will show if the students are already aware of their own motivations and how they influence their life. Additionally it could also show how the ability to articulate motivation and aspiration is linked to the overall level of motivation.

- Are high school students already able to identify or articulate their goals and motivations?

Adding to this, the research is aimed at finding out what the main motivational drivers for high school students regarding performance are. What promotes their motivation and what hinders it will be the second theme that is discussed in this study.

- What are the main motivational drivers regarding performance for high school students?

Coming along with motivation for future job performance is the importance of the working environment, atmosphere and rewards regarding the employer choice. What are main factors that influence the decision to apply for a certain job or to work for a specific employer?

- How important is the working environment, the atmosphere or the rewards for adolescents?

Furthermore, this study will give some indication of evidence of intrinsic and extrinsic motivation, as well as which of both is dominant for each individual.

- Is there evidence of intrinsic motivation?
- Is there evidence of extrinsic motivation?
- Which of both is dominant?

Adding to this it will also be analysed what employers are expecting from their employees today and whether there is a mismatch between the expectations from the high school students towards employers.

- What are expectations of employers today regarding young employees?
- Is there a gap/ mismatch between expectations from high school students towards employers?

1.5 Structure of the Study

This research is structured in a way that first of all, a literature research gives the reader an insight in the current literature and its direction. The literature review forms the theoretical basis of this study and helps exploring the subject of motivation. Based on it, the research objectives and questions were formulated. It also provided different themes and questions for the interviews that were conducted. After the literature review, it is shown how the data was gathered in the Methodology and Research Design section. The methods used and how they were applied in order to conduct the interviews are discussed and justified, as well as rules and guidelines during the interviews are formulated. This section also gives an overview of how the data will be

analysed. The next chapter after the discussion of the research design is on the findings that were identified during the implementation of the research. Different answers and opinions are discussed, as well as similarities and communalities between the participants will be emphasised. This section is then followed by a consideration of further research and its implications.

2 Literature Review

2.1 Overview

The literature review will cover four main areas: motivation in general, the ability to actually articulate one's motivation, what main motivational drivers of adolescents may be, the feeling towards working environment, rewards and atmosphere, as well as employer expectation towards future employees. In this way, the literature review is split up into the areas of the research questions that follow a section on the general topic of motivation in order to provide some generic information on motivation. Appropriate literature was searched and analysed in regard to the above mentioned issues. The literature review gives the dissertation a theoretical background about what the literature already covers and so forms the basis for the research I conducted. The knowledge of the literature was also used to formulate the questions that were asked and the topics that were covered during the interviews.

2.2 Motivation

"Motivation is the willingness to exert high level of effort to reach organizational goals, conditioned by the efforts ability to satisfy some individual needs." (Bhalraj, 2008). Bhalraj defines motivation in a way a company would see it and links it to the individual. However, motivation can in the same way be directed towards all sorts of situations in life. Motivation cannot only arise in work situations, but rather also appear in hobbies, sports, social life and competitions of all sorts. One person might possess the motivation to put other people first and help them with problems, whereas others are motivated to always perform the best in sports, live a healthy and long life or enjoy the life they are living.

In this section, I want to quote from the literature and show what concepts are present and how motivation is seen by the authors. Therefore, I will also try to answer the following questions:

- What is motivation?
- Where does motivation come from?
- Do we need motivation?

In the first paragraph the question of what is motivation was already covered to a certain extent. Motivation is the underlying driver that makes us do something. If it is

something we do not want to undertake, we sometimes need someone or something that makes us do it. This is then called extrinsic motivation. Meaning a person persuades us to do something or we do something in order to receive money. It is something tangible we get in return for conducting a certain task. Whereas intrinsic motivation appears when we do something because we think it is the right thing to do in this situation, no matter whether we will get something in return for it or not. It could be regarded as more intangible, as the reward we get might be some sort of feeling satisfied, being proud of what was achieved and the likes. Giancola sees a potential in intrinsic motivation and discusses the importance of taking intrinsic rewards into account when rewarding personnel.

“Employees find an activity intrinsically motivating to the degree that it is interesting, challenging and has a personal meaning based on the satisfaction they receive from performing the activity itself”

(Giancola, 2014, p. 25)

In this way the performance and also corporate culture of a company can be increased when the workforce is intrinsically motivated.

Motivation is said to arise from the way one was brought up. It is the ‘why’ we do things the way we do them. Especially in the young ages, adolescents develop values, worldviews and opinions. Their values are important as they will later act as guideline in decision making during the process of growing up. Young adults will relate to them and will have an intrinsic motivation to act according to their set of values in order to become the person they wanted to become during their adolescence time. These future values include the thoughts of a person of what will be important in the future. This can be future time perspective, goals, aspirations, expectations, future orientation and possible selves (Finlay, 2014). A person might think being generous is the most important value in the future and therefore acts in a generous way in order to become generous. The way people are brought up also strongly influences their values. In the young ages they were taught what right is and wrong is and how to behave in different situations. This is then memorized and subconsciously kept in mind. As long as no own experience is made and the values are reflected. This can be connected with Kohlberg’s Theory of Moral Development and Piaget’s stages of intellectual development which forms the basis for Kohlberg’s model (Campbell, 2002). *The Concept of Man* would also support the claims made. Thinking leads to the development of Feelings, which in turn again lead to Volition. In the same way, Interests lead to Relations which in turn lead to Positions. The way we think results in

interests that form in accordance to achieve our motives, with our feelings we are able to build up relationships to things and persons and by our actions and decisions (volition) we put ourselves in positions. This is represented by the “*Concept of Man*”

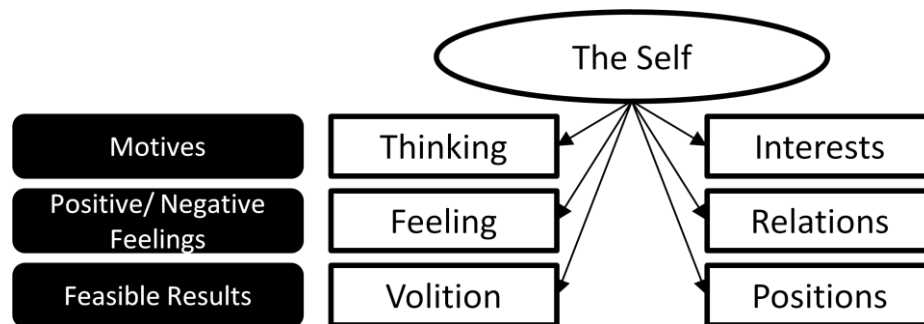


Figure 1: Concept of Man

The fact that people base their decisions on subconscious factors is supported by Lawler, who states that: “people have their own mental maps of what the world is like, and they use these maps to choose the behaviors that will lead to outcomes that satisfy their needs.” (Lawler, 1995, p. 16). It describes intrinsic motivation and its role as being subconscious. When behaving in a way according to their mental map, they feel good afterwards which confirms them that they are doing the right thing. Once the behaviours do not lead to satisfying outcomes, people would reflect the way of doing things and in this way question their values. According to Schwartz, values are beliefs. They become aroused when a value is threatened, meaning people might be in despair when helpless to protect their values and feeling happy when they can enjoy them (Schwartz, 2012). He also states that values refer to desired goals, which is in line with what Lawler mentions. It motivates their actions and they are motivated to pursue these goals and to achieve them.

There are two main types of motivation: approach motivation and avoidance motivation according to Roskes. These can be regarded as evaluation of intrinsic and extrinsic motivation. While approach motivation can be defined by striving for success, avoidance motivation would be defined as a striving to avoid failure (Roskes, 2013). Approach motivation can in this regard be seen as more proactive and future oriented, whereas avoidance motivation would be associated with more anxiety and concern. Roskes further mentions that more intrinsic motivation can be found in people that are approach motivated than in the ones that are more avoidance motivated. You would have to have personal goals you would want to achieve and be in a certain way your own master in achieving those. In avoidance motivation the situation is rather that

someone is giving you a task and you just do not want to fail. The task performance could be described as follows: carrying out a task with approach motivation, one would try to be as good as possible, take risks in order to create something unique. On the other hand, carrying out a task with avoidance motivation, the focus would lie on what needs to be done in order not to fail the task but pass it.

In accordance with this, Schwartz states that “values guide the selection or evaluation of actions, policies, people and events” (Schwartz, 2012). The people themselves decide whether to conduct or neglect the action, policy, people or events. When combining this with the two motivation types mentioned above, it shows that these are closely linked. The amount of involvement, one is willing to put into the action, is the motivation. This shows that motivation and values are interlinked and are dependent on each other.

In Schwartz Theory of Basic Values it is shown that tradition and conformity are especially close to motivation, as conformity relates to the everyday action with family, friends, work associates and bosses. Conformity can be regarded as the general behaviour. Tradition on the other hand relates more to an abstract, heuristic goal from the past. It is doing the things the way others did it before, to a certain extent. In this way the motivation is to perform in a similar way in order preserve the values (Schwartz, 2012).

The following graphic is based on “Basic human values: Theory, measurement, and applications” by Schwartz (2006).

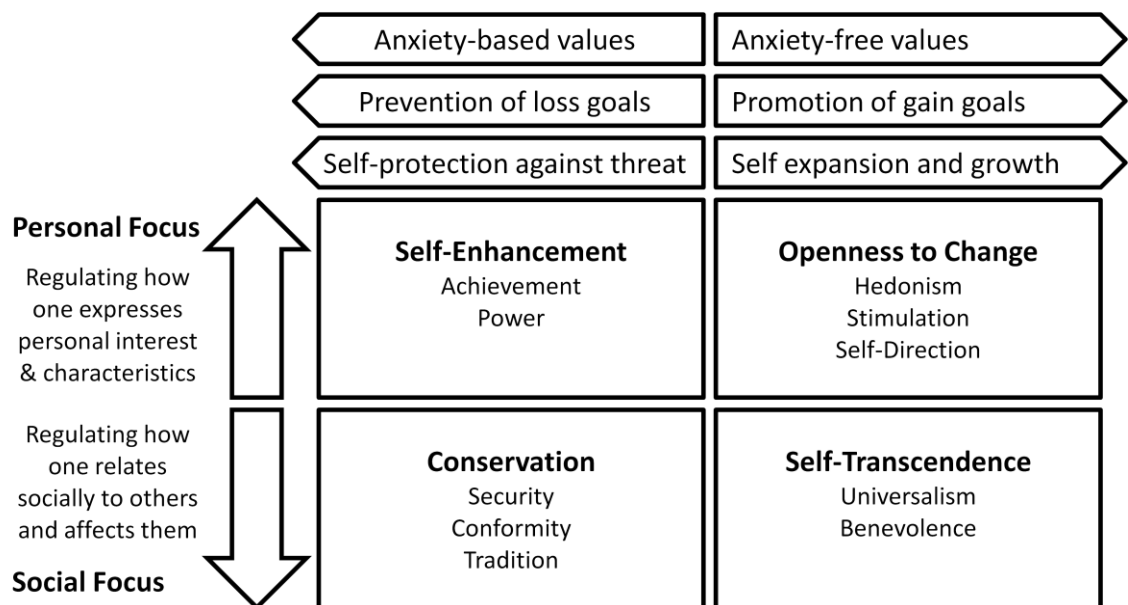


Figure 2: Dynamics in the Value Structure. Adapted from (Schwartz, 2012)

It shows the 10 basic values and the according categories they belong in: Self-Enhancement, Openness to Change, Conservation and Self-Transcendence. They are arranged in a way which represents their area of focus. This can be either a personal focus or a social focus. As explained in the graphic, people with a higher personal focus look at their selves first and are more self-centred, whereas people that are more socially focused look more after their surroundings and how they are affecting them. The top of the graphic shows the difference in motivation. It relates to Roskes types of motivations. The left side represents avoidance motivation and the right side the approach motivation. Therefore, a person that is more avoidance motivated and has a strong personal focus strives towards achievement and power, while an approach motivated individual with a social focus would show characteristics of universalism and benevolence.

Additionally, motivation can depend on the surrounding situation and how it is perceived and what is regarded as needed at that time by the individual. Therefore, some would appreciate a financial reward for their performance to pay their mortgage, others might just want the safety of having enough cash to pay for unexpected expenditures or be able to afford some luxury from time to time. For others being able to show their skills and impress others or leave a personal mark is most important and hence results in the motivation. In relation to this thesis the difference in motivation could be the economic situation of the parents. Children of wealthy parents might not see difficulties when not having a job in the future so might be more relaxed during school time. Whereas for adolescents with less wealthy parents, the pressure of having to have a well-paid job in the future in order to help the family might be their prior motivation. This could be related to Maslow's Hierarchy of Needs (Maslow, 1954). Depending on the level one currently is in the pyramid, the more different the motivational drivers might be. This will also be discussed in more detail in section 2.4 Main motivational drivers.

In conclusion it can be said that motivation is all around us. Some are aware of it and others have it subconsciously. In order to become aware of one's motivation, one has to reflect the decisions that were made and why they were taken. Questioning oneself can help finding out what motives are present and what values one possesses.

2.3 Ability to articulate motivations

This topic is not directly represented in the literature yet. The area would analyse in how far adolescents are actually able to clearly define their aspirations, dreams and

motivations. In order to be able to articulate the motivation, one must be aware of the motivation first. Hence, must have realised what factors are driving one towards achieving a certain goal. Especially the area of reflective thinking seems to have to be present. When questioning own decisions and asking why particular actions were taken, a person can start to understand the own behaviour and become aware of the motivations. In the research itself it will get clear whether the participants are able to articulate their motivations and I will also try to find out why this is the case.

2.4 Main motivational drivers and their link to performance

In this section main motivational drivers are extracted from the literature and analysed. The main authors on motivational drivers seem to be Herzberg with his Two-Factor-Theory and Maslow with the Hierarchy of Needs.

Herzberg says that there are two factors present for each individual: hygiene factors and motivation factors. While the absence of hygiene factors might lead to job dissatisfaction, their presence does not lead to motivation in the long-term. Motivation factors on the other hand, if present, can lead to job satisfaction, but contribute very little to job dissatisfaction. Typical hygiene factors would be: quality of supervision, pay, company policies, physical working conditions, relations with others and job security. Typical motivation factors would be: promotion opportunities, opportunities for personal growth, recognition, responsibility and achievement (Herzberg, 1968). Overall, it seems that the hygiene factors rather relate to extrinsic motivation, whereas the motivation factors account for intrinsic needs. However, this strongly depends again on the personality and the situation the person is in. This directly links to Maslow's work: The Hierarchy of Needs. Depending on the level one currently is in the pyramid, the motivation or need for certain things can be different. Hence, a person that is in the lower parts of the pyramid might first strive towards achieving physiological or safety and security needs in comparison to a person looking for self-actualisation or esteem and status as the lower needs are already fulfilled (Maslow, 1954). Motivations can therefore be quite different depending on the surrounding environment and under specific circumstances hygiene factors can become primarily important to an individual compared to the motivation factors. The Hierarchy of Needs also suggests that a linear path is present in the way that it seems one cannot have the need for belongingness and love without having the physiological needs fulfilled.

According to Covington, extrinsic motivators can only help an individual temporarily and are unrelated to the action itself. Once they are gone, the motivation will stop.

However, when intrinsically motivated, the person will engage in the activities for their own sake and therefore does not need external motivators. The motivation is said to be related to action (Covington, 2000). This can be linked to educational purposes very neatly, meaning that when the extrinsic motivators like grades and teachers that push the students are gone, the motivation to learn might also stop. But how can an extrinsically motivated student become intrinsically motivated? This is not covered by Covington, but will also be part of my research. For example the effect that the students get rewarded for the effort they did put in makes them feel proud and the more they dig into a certain topic the more interested they could get and hence become intrinsically motivated in this field. This would suggest that the transition from extrinsic to intrinsic motivation needs an underlying situation to be present in order to trigger the motivational shift. Covington further mentions that clearly defined standards should be preferred to lousy defined objectives. Failing well defined standards and fair procedures might lead to the student trying harder the next time as it is known what is expected. Whereas failing lousy defined objectives could lead to the students just being frustrated and angry at the teacher for a bad grade (Covington, 2000). The gap between these two scenarios is quite thin and it can either go this way or the other. Again the individual adolescent itself is in the focus. A student could see the fail as needing to do something just to pass or in a way to proof the teacher wrong and get a very good grade in the next test. The topic of avoidance motivation and approach motivation can also be discussed here again. However, with clearly defined standards and objectives one can easier see what is expected to avoid failure or what it takes to be most successful. Roskes also mentions that depending on the situation and task, a different motivation suits better. Tasks that need careful attention to detail for example are in favour for persons with avoidance motivation, whereas tasks that need insight and creativity rather suit people with approach motivation (Roskes, 2013).

For Kilduff, rivalry is among the most important factors regarding motivation. According to him it is all about outpacing a competitor. However, the author relates to the motivation in sports. Runners performed better in races where their competitor also participated (Kilduff, 2014). One could argue that sports and education is a complete different area and therefore motivation could not be transferred. However, others argue that there is only one motivation and that this can relate to different activities. For example one is motivated to become the best in one certain sport, the other one wants to become a well-known celebrity, while another one wants to be become a very good doctor and help sick people. For all of them there is an underlying motivation and in order to achieve their goal rivalry might be one factor that helps them hanging on and

motivates them continuously on the way to their great goal. According to Szalma, motivation has three components: the direction (goals), energy (that is allocated to the pursuit of those goals) and persistence (versus a change) in the goal pursuit (Szalma, 2014). This supports the argument of Kilduff that rivalry is an important factor in motivation for some people, as it helps generating the energy and persistency to continue to strive towards the goal. However, for some rivalry might be important, possibly the more extrinsically motivated people. Very focused and intrinsically motivated individuals might not care as much about their rivals as they generate the energy to pursue their goals on their own.

A survey carried out by Giancola shows that improved skills over the past year, having input into decision making, challenging work assignments that broaden skills and an organisation that encourages innovative thinking were among the top ten most important drivers for engaging employees (Giancola, 2014). As this is a survey from last year, it shows that employees are generally more focused on intrinsic rewards and it highlights the fact that intrinsic factors have a far bigger impact on motivation than extrinsic ones. However, the situation of the workers needs to be taken into account as well. The production line worker might not want as much challenging work and encouraged innovative thinking compared to an office worker.

Generally it can be said that the literature states different motivations and types, but what really drives a person forward can only be found out, when interviewing a person in depth and talking about their life. Motivation is such a complex topic that one cannot just generalise for everyone. The number of different opinions and articles supports that complexity. In order to fully understand where motivation comes from, in-depth interviews must be carried out individually in order to try and explain where motivation came from for each adolescent interviewed. Then, the data should be analysed and similarities, if present, can be spotted and a conclusion can be made.

This section emphasises again that motivation depends on the situation and getting a feel for the right motivation at the right time seems to be crucial in order to foster the skills of an employee in the best way.

2.5 The influence of working environment, atmosphere and rewards

This section is about how employees are currently motivated and what they are willing to offer the employer and also what the aspects are that employees are looking for regarding the employer. Lawler identified different methods of rewards and pay. Where

job based pay, skill based pay, seniority based pay were identified in the 1990's (Lawler, 1995), Total Reward Concepts took the place today. An evolution in the reward section can be seen that in 1995 there were only different pay models, but today there are many other authors that discuss wider concepts of rewarding the employee and not only on a financial basis. It shows that rewarding an employee is also a dynamic area.

2.5.1 *Employee Engagement*

Brown and Reilly state that employee engagement is the key to unlocking productivity. In this way the four main factors leading to engagement are named to be leadership, managers, voice/ involvement and integrity (Brown & Reilly, 2013). High levels of engagement could be interpreted as high levels of motivation. A deep engagement can be directly related to action and in this way when linked to Covington it would be intrinsic motivation. One could argue that engagement can also be triggered by extrinsic factors, however, not to the extent and commitment that can be reached with intrinsic factors. Overall it can be said that motivation leads to engagement. Furthermore, it is mentioned that four out of ten employees are not engaged in their work and two in every ten are even actively disengaged (Brown & Reilly, 2013). Engagement can also be linked with performance. The more one puts into a certain task, the more he can get out. Some companies need high employee engagement, while others do not. Salespersons for example would need to be more engaged in order to sell the product to the customer as they have direct impact on the customer buying behaviour, whereas production line workers are rather in the background without direct impact. The workforce in companies nowadays is very diverse and hence the rewards need to be flexible as well in order to suit the very different needs and expectations. This is supported by the fact that many companies now relate to a diverse workplace and that diversity is the key to creativity and innovation. This approach can be linked to best-fit practices from strategic Human Resource Management. A general solution would not be suitable, or would not lead to the desired outcome of flexibility and engagement. An elderly person might not have the same motivation and rewarding the person in the same way as a younger colleague could not only be impractical but could rather also lead to dissatisfaction as it will be assumed they are performing equally, have the same knowledge, and the like (Brown & Reilly, 2013). The engagement is also closely linked to what the individual wants to achieve. If it is possible to achieve the goal, one is motivated to pursue it and would engage in the activities in order to reach it. However, if the opportunity not given to actually reach the

goal, disengagement or dissatisfaction would result. Hence, close attention needs to be paid to what the goals and aspirations of the individual workforce members or certain workforce groups are in order to foster the highest engagement possible. Using rewards to boost the engagement has a very large potential. When 40% of the workforce is not engaged, however, they would need to be adapted to the specific worker situation in order to have a positive effect (Brown & Reilly, 2013). An abstract example would be rewarding a vegetarian with a steak. A reward would be present, but it is actually useless if not even making the participant angry and actively disengaging, as the needs and wants are not really considered. He might not feel as being part of the group and as one out of many instead of feeling like an individual that is needed in order to achieve common goals. The article of Brown & Reilly is missing how engagement can be reached. It states that there is potential in rewards but not how this can be used. The authors are also not directly saying that a more motivated workforce is also more engaged or a more engaged workforce is more motivated. A causal relationship is missing.

2.5.2 Importance of Reward Systems

The importance of a reward system and its potential is also seen by other authors. The reward system must have a motivational effect on employees so that their performance contributes to the strategy of a company. Additionally it must be in line with the company's strategy. When doing it right, the reward system will help guiding and inspiring the workforce and hence deliver a motivational direction for the workforce. Reward has a certain reactive tone, but should also be used as a proactive tool, for example by providing incentives and motivation for employees. Making use of extrinsic and intrinsic factors would make a reward system more applicable for a larger workforce. Overall, the concept of a total reward system needs to motivate employees to perform, helps to guide and inspire the workforce and provides incentives and motivation. The total reward system should also reach beyond intrinsic and extrinsic factors (Chen & Hsieh, 2006). A reward system like this seems to be appropriate for today's diverse workforce. General motivation might also have moved towards more intrinsic goals rather than extrinsic ones for future employees. This will also be investigated in more detail in my research. The reward system needs to be tailored to the individual, but the authors are not mentioning how this can be done exactly. However, they are saying that it does affect motivation for sure. This can be seen as having a positive or also negative effect on motivation, for example when rewards are not appropriate for an individual. That extrinsic rewards could undermine intrinsic

motivation is stated by Deci, Koestner & Ryan. Rewarding intrinsically motivated employees with extrinsic motivation might change their mindset and they start to work for money instead of for their own interests (Deci, et al., 2001). Additionally verbal rewards such as positive feedback are only adding value when supported by the right surrounding. Here emotional intelligence plays a major role. An informational environment needs to be created, rather than a controlling environment. This again shows that transparency, authenticity and honesty are values that employees are looking for. When feeling the situation of controlling, pressure to perform and blame and train environments, workers might become anxious and more avoidance motivated. This would hinder innovative and creative thinking as the workforce might become more risk averse. To prevent this from happening, the authors state that unexpected tangible rewards can lead to intrinsic motivation. Expected rewards can be compared to hygiene factors, if absent they lead to dissatisfaction. Having unexpected rewards for extraordinarily well performed tasks on the other hand can boost the motivation and engagement if interpreted as a confirmation of the worker's competence (Deci, et al., 2001). There is a dangerous side to it as well. If the top performers are motivated by a confirmation of their competence, this could in the same moment show the others that they are performing poorly or at least worse than the others. Hence, disengagement can be the result. There is a small gap between getting it just right and getting it wrong and again the situation is very crucial and the feeling for the right reward at the right time is essential for the success. Deci, Koestner & Ryan also say that tangible rewards are mainly used to get people to do the things they would not do otherwise. When translating this to the educational level, especially for children and adolescents that are still learning how things work it can be dangerous. Tangible rewards are not very suitable as these kinds of rewards are then expected and the adolescents will only be motivated when receiving these expected rewards and not become intrinsically motivated. However, a person that always has been motivated extrinsically might work better under conditions when motivated extrinsically. Verbal rewards are stated to be unexpected most of the time and therefore have a motivating character. Rewards are not adding interest to tasks, so when a task is regarded as monotone, rewards would not make people finding it intrinsically interesting. One needs to make sure that the people understand the importance of the activity to themselves and the company and to align the interests. Only then the task is internalised and the people can be self-motivated to perform it (Deci, et al., 2001). Therefore, the focus should be more on facilitating someone to perform than on rewarding one for the performance. Being more proactive than reactive is the key and has more potential to have long-term effects. Additionally, intrinsic motivation has more potential to affect

engagement and does not need constant extrinsic motivation in order to keep the motivation level high. Lin argues in a similar way that expected rewards are not motivating. The author states that they do “not significantly influence employee attitudes and intentions towards knowledge sharing” (Lin, 2007, p. 135). However, in the study mainly executives were asked to give their opinion. They might believe that knowledge sharing is an obligation for employees rather than it is driven by other underlying motives. Another claim Lin makes is that when one has a pleasure in sharing knowledge and in helping others, the person tends to be also more motivated to share knowledge with other colleagues. Again this highlights the fact that sharing knowledge is not an obligation and other factors are more important than receiving organisational rewards. The people must be motivated to do something and the best case would be that they do it, because they want to and not because they receive something in return. Generally the article shows that motivation is essential in the work life, even more than extrinsic rewards. Extrinsic rewards are good to get people to do tasks that they otherwise would not do. In this way a temporary motivation can be generated, but this would not be suitable for long-term knowledge sharing intentions (Lin, 2007). “People convert knowledge into powerful activities” says Patrick (Patrick, 2008). Supporting Lin in the claim that knowledge sharing has a very large potential to influence a firm’s performance. Whenever there is a transparent climate in a company and the firm is willing to share information with the workers, the workers could also be more willing to share knowledge based on reciprocity and social exchange theory. When receiving a supportive and friendly environment, people are eager to conform and behave in a similar way. It is also linked to what Rousseau mentions in regard to the Psychological Contract. When receiving what they were expecting, people are willing to continuously perform. If expectations are not met, people might even consider active disengagement (Rousseau, 1989).

Rewarding employees in a way that aspects of the Psychological Contract are considered might lead to increased motivation, as the reward system would seem to be more tailored to the individual and the specific needs. Giancola sees a Total Rewards Concept that deals with compensation, benefits, work-life balance, performance and recognition, development and career opportunities. However, intrinsic rewards are not part of the reward model so far (Giancola, 2009). In this way it needs to be adapted to suit the modern needs, but it already forms a good basis as it focuses on different aspects and can engage more people due to the diverse application.

2.5.3 *Working Environment*

Szalma states that the working environment can also be seen as a motivational factor. Machines should be designed in a way to be motivating. Human factors and ergonomics should be considered to have a positive effect on the motivation (Szalma, 2014). If a tool or machine is not designed in this way people would not enjoy working with it, meaning they would need to be motivated to carry out tasks where they are used. However, when a machine is easy to use and straight forward to handle, it is easier for the operator to see that the machine actually helps performing the tasks. According to Szalma, a machine that positively influences motivation must satisfy three basic psychological needs: the technical context must support the actual autonomous behaviour, the development and maintenance of the actual competence and the actual, genuine relatedness (Szalma, 2014). When translating this to a normal bureau situation it could mean that the environment must satisfy the following criteria. Firstly, the manager shall support his subordinates in the way they do things, promoting rather than hindering their performance. Secondly, the tasks that are delegated should suit the competences of the workforce, meaning they can be challenging but should not be impossible to complete. Thirdly, it should be possible to see a connection of why the specific tasks need to be carried out and realising the importance of the task for achieving the greater goal.

The number of articles and authors that mainly relate to pay shows that there is still some research to be carried out on other types of rewards. Even though pay plays a significant part in rewarding employees, it is not necessarily the most important aspect of work for many employees.

2.6 Current employer expectations

In the past, increased competition due to globalisation and an increased number of start-ups, continuous changes in markets and technologies all lead to high demands regarding flexibility (Chen & Hsieh, 2006). In order to be able to outpace competitors and remain in the business, a company needs to continuously adapt and respond quickly to changes and adapt to new environments. To cope with this very dynamic environment, a company would also need to have a flexible workforce that is able to quickly adapt to new processes and is innovative and creative. Keeping an eye on costs is also important, therefore learning from mistakes and continuous improvement tends to be crucial. As resources can be scarce, time and money is not always given in order to pay for committing the same mistakes over and over again. Developing talents

for firms that fulfil all the required dynamic criteria are not always easy to find and therefore the so called war for talent aroused. Attracting, hiring and retaining the top talents is the main target of bigger multinational firms. Especially retaining is important, as many employees tend to move on to other firms after a couple of years which lets the firms face a huge loss of know-how. Additionally to the lost know-how, the resources that were invested in the personnel in order to develop it accordingly will be gone. This section therefore is focusing on strategies to retain the workforce from a company's perspective.

Currently HR professionals are unaware of the fact that intrinsic motivation plays a major role for employees (Giancola, 2014). Assuming this, it would make it very hard for a company to reward employees in a motivating way. Many resources spent in order to motivate the employees might have been useless in a certain way. In the long-term, when considering rewarding employees intrinsically, a firm could even end up paying less financially and at the same time have the opportunity to gain a competitive advantage over competitors. Additionally, a stronger corporate identity could be build up and attracting and retaining the best talents might become easier as well. Intrinsically motivated employees will stay even if the financial rewards might be less than the ones of competitors. However, Giancola shows that the current rewards and expectations of the employers seem to be rather superficial and illusiveness than actually benefitting the employees. This can be supported by Patrick's study which shows that employee's relationship to the employer is stronger than employer's relationship to the employees (Patrick, 2008). The date of this study might be regarded as not suitable today any longer; however, it highlights the importance of taking care of the employee. Patrick says that only a balanced relationship between employer and employee can lead to an organisational ability to get the best from the employees: their energies, knowledge and creativity. Harnessing those lies in the strength of the psychological contract (Patrick, 2008). A disbalance could lead to one leaving the company as the person is not feeling to get the proper exchange for what is offered. Ideally, expectations and individual rewards would be in balance. The other case, stronger employers' relationship to employees might lead to the employee feeling not doing enough to fully satisfy the employer and hence quitting the job. In either way, a balanced relationship between employer and employee is the key. This can be achieved through transparency and honesty. As long as issues are communicated and addressed, it can help both, employer and employee to understand the other side and, if necessary, act in a certain way to balance the expectations and needs again. "Commitment rather than compliance" suggests Patrick (Patrick, 2008). The company

should engage the employee rather than trying to control the way of working with rules and guidelines. Trust instead of regulations and prohibitions will be the result. This becomes especially important in industries with high levels of employees or where high reliability on human resources for task performance is present. However, in firms where the focus is less on employees as there is a lower turnover of lower reliability on human resources, the investment of focusing a large amount of the resources on the employees might not be as suitable.

Workers have a need for achievement, a need for affiliation and a need for power (Choi, 2006). Adding to this, a charismatic leader must fulfil the three criteria of envisioning, empathy and empowerment. In order to foster motivation, these needs and criteria must match. Hence, a win-win situation between employer and employee must be top priority. However, followers that have specific goal perspectives would also have a higher need for achievement, making it once again more complex and individual to achieve this win-win situation. One can lead to the conclusion that the balance between these three characteristics and needs must fit.

According to McGregor's X/ Y Theory, there are only two types of employees. Employees that fit into the x-category are the ones that are unwilling to perform and reluctant to work. They need to be supervised at all times and cannot be trusted. On the other hand, employees of the y-category are willing to work on their own, are creative and do not need to be supervised (McGregor, 1960). It is a very old and also very general approach to classify the workforce that might not be completely applicable anymore as it only classifies black and white. While only looking at the fact that some people do not want to work, one is not able to find out why and hence conduct measures to change this situation. By looking into the x-category and especially why they do not like to perform, one could find ways to change their mindset and make them become a y-categorist. Overall, this theory shows that the workforce can be made up of different groups with different motivations and backgrounds and yet all need to be accounted for in a certain way. It is the challenge of the company to treat everyone fair and still motivate all the individuals in order to achieve the best performance possible.

2.7 Conceptual Framework

Mainly, the literature describes motivation in general and several theories and factors that might influence it. Additionally it is mentioned what the employer is doing in order to cope with what he thinks the employees want and developed certain reward systems. The literature identifies that motivation, especially intrinsic motivation, can be

a success factor, as well as it can lead to an increase in performance. It is also stated what might influence motivation, but again very general and broad. The literature does not state how one expresses motivation and this cannot be seen by just looking at the individual performance. Motivation can arise for many different factors and various reasons and the resulting level of motivation would rather be the tip of the iceberg. Why one is behaving in this way and hence be motivated is below the surface and the literature does not give an insight of what might be possible motivational drivers. In my opinion, a reward system should be tailored to the individual to a certain extent. The total reward concept seems to be a buzzword and still does not suit every employee. It could be seen as step in the right direction, when adapted to certain personality types. The analysis of the literature also leaves one with no conclusion whether extrinsic or intrinsic motivation is more suitable to firms. Here it mentions both parts and describes them but the outcome is that it depends on the firm. Another topic that is not really covered in the literature is what evidence can be found in order to state whether a person is motivated or not and how to see whether intrinsic or extrinsic motivation is present. The aspect of one changing from being extrinsically motivated to becoming intrinsically motivated is also not topic in the literature so far. It leaves me to conclude that motivation is from the side of the literature a complex concept that can be described very well in general, but a deep understanding of the topic is missing or was not yet discussed. For this very reason I am trying to explore the underlying factors that influence motivation in my research. Adolescents that just finished high school or are just about to complete it are my prior participants, as they will form the workforce for businesses in the future. In this way I want to find out how they are currently motivated and how they can be motivated in the future. This again would help to minimise a mismatch regarding expectations in between a company and an employee. What a firm wants and thinks the employee wants might not be necessarily in the best interest of the employee itself. I will also try to close the gap to the literature by finding out factors that show how one is motivated and try to find out if one can change its motivation type, i.e. changing from extrinsically motivated to becoming intrinsically motivated.

Overall it can be said that the authors talk about different aspects separately, but it is all somehow related to each other. This is showing that the topic of motivation and aspiration is a very broad one and to really understand the underlying dynamics of it, I decided to conduct this explanatory research. In this way I will also try to see how applicable the theories from the literature are and if I am able to identify them throughout interviews. The literature covers extrinsic and intrinsic motivation very well and hence provides basic themes for my interviews. I am trying to get deeper into the

topic of motivation by exploring and analysing a very specific group of adolescents. The participants will be selected from around the Vulkaneifel area in Germany and be at the same age and stage of their career. This is particularly relevant for this study in order to have some constants among the interviewees. As these factors remain unchanged, a clear insight into what motivations they have can be given and comparison in between the individuals is facilitated due to their outer characteristics. In addition to this an interview with the local jobcentre is planned that deals with problematic adolescents that need to receive financial state aid. In this way it could be seen what the main problems are in those cases that no proper education or aspirations are present. Hence, a comparison can be made to see what values and motivation the interviewees' possess in relation to what is missing concerning the jobcentre adolescent cases. At the end of this research, I hope to be able to generate a conclusion that includes extrinsic and intrinsic motivation, as well as self-initiative, aspiration and willingness to learn by combining different theories and representing them in one overall diagram that links them together.

2.8 Conclusion

From the literature it can be seen that there are some authors stating this being the right way, while others state exactly the opposite. The vast amount of articles shows that it is an important topic and the different views show that there is a lack of deeper understanding of the topic. For me it was important to understand the general concepts of motivation and then try to find these during interviews with adolescents. Finding out what the inner motives of the different interviewees are in order to evaluate whether those are already very strong or rather unclear is one of the objectives of my research.

Motivation can be defined by the amount of effort put in by an individual in order to achieve a certain goal. The motivation also highly depends on the inner values which are the underlying needs and aspirations one has. For some people extrinsic factors are more motivating, while others favour intrinsic factors for getting more motivated. Another very important aspect is the surrounding environment. Not only does a certain situation require a certain decision but it might also influence one's motivation. For example a family father of a large family to care for might have other goals than a young single. This shows the link of motivation being tied to certain goals, but also the current financial or social situation is important. Referring to Maslow, it means that people of a different level in the Hierarchy of Needs might have different temporary goals and hence different motivations. The ability to articulate the motivation is also

important, as when not communicated, how should another one realise what the underlying motivation is. One needs to understand the motivation before it can be further promoted. This can be directly linked to work life. Rewarding employees with something they do not want or need is not motivating and hence a waste of resources. When knowing the individual motivational drivers, a company would be able to allocate the appropriate resources accordingly and get the most out of them. Many companies, however, still relate to old concepts regarding rewards and are reluctant to change as it would also mean a higher investment. But in order to cope with the changing situation, one needs to continuously adapt in order to benefit from the changes and be ahead of one's competitors.

3 Methodology and Research Design

3.1 Overview

The main aim of this research was to find out the underlying motivational drivers of adolescents regarding their performance. In this way, I decided to undertake qualitative, semi-structured interviews with the participants. This section will describe the exact methodology used and how the interviews were conducted. As well as what themes were discussed and how the interviews were structured. The research approach, the strategy and the actual collection of the primary data, its access and biases will also be discussed here. This section forms the underlying approach for the data analysis and influences how this is done.

3.2 Research Philosophy and Approach

The research paradigm I planned to use was interpretivism. The sample size was relatively small and I was exploring theories and analysed motivational drivers of the A level students. The complexity of the social phenomenon of motivation regarding job performance was explored through a semi-structured, qualitative interview. It was a rather descriptive research with high levels of validity, as the students were interviewed face-to-face which led to honest and trustworthy answers. In this way it was also possible to really get into the individual motivational backgrounds of the participants and explore factors that influence motivation. When repeating this research it could lead to different outcomes, as students all have their individual objectives, drivers and backgrounds that are responsible for their own development. Interpretivism was applicable in the sense that each person had his/ her own sense of reality.

The data gathered probably leaves room for interpretation in either way or the other depending on the interview and the built up relationship during it. The willingness of the participants to share stories, events and personal opinions was crucial for this research and had an influence on its validity. Thus, the qualitative approach was more appropriate to use as it allowed me to explore the individual's drivers for performance far better and I was more able to find out what underlying characteristics influenced motivation rather than having the opinion of a larger population concerning motivation. It also put me in the position of being able to have had an effect on changing the tone of the conversation and I steered it into a certain direction in order to explore specific aspects more than others.

3.3 Research Strategy

The research strategy was to conduct five to ten interviews with high school students that just finished their A levels or were close to finishing them. The interviews were all scheduled to be conducted within two weeks and took place in Rhineland-Palatinate in the Vulkaneifel region in Germany. The aim was to find out which theories could be applied to the students and what their main motivational drivers are. In order to gather the data, open-ended questions were used in a semi-structured interview to get a deeper insight into what their motivational situation is like. Additionally, I did set up certain scenarios where I wanted the participants to decide what decisions suit best to their character. The main themes of the questions were governed by the research objectives and hence were targeted to the individual's motivational drivers, the influence working environment, atmosphere and rewards have for them, what they thought that their employer is expecting. General themes such as school and teachers, future and aspirations, important aspects of work for them, as well as general motivation to do things were asked in order to find out their ability to articulate their motivation. In total there were 21 questions that I asked which were partly based on the literature. The qualitative data gathered during the interviews was analysed according to theoretical approaches and theories and parallels, as well as differences were highlighted. I explored the topic of motivation in a way to identify strategies that companies might use when working together with individuals that appear to have similar motivations or aspirations to promote their motivations in the future. Additionally, I found out what it is that drives the adolescents today to go to work and perform at their best. The restricted regional location of the study showed to a certain extent what influence the geographical location has had on the motivation, meaning that similar responses, for example wanting to leave the rural area, would have led to the conclusion that they were based on the region. In contrast to the responses from the interviewees I also visited the local jobcentre which deals with unoccupied and also problematic adolescents that need to get income support from the state. This gave me the chance to compare the motivation of both sides with each other and draw conclusions.

3.4 Collection Primary Data

The data was collected in seven in-depth interviews with adolescents aged 18 and above and one with employees of the local jobcentre.

At the start of each interview, I made it clear that the gathered data is only used for the intended purpose of this very research. For the purpose of being able to analyse the interview again, I asked the participants if recording was acceptable for them. The duration of the interviews ranged from about 30 minutes up to roughly 90 minutes, depending on the willingness to share information of the individuals. To accomplish this project of getting the data from interviews, all potential interviewees were contacted beforehand, so that the population size was reached and enough interviewees were able to take part in this research. The interviews then were scheduled to take part within two weeks time. This gave me the chance of already seeing similarities and trends in the answers, but also to have the data gathering finished after those two weeks to start to analyse the data and conclude the findings.

The first theme of the questions was school. To create a good atmosphere with the interviewee and get into the topic the first real question was if the participant liked going to school. Not only a yes or no question, as the interviewee should also mention why and what factors might have influenced this feeling towards school. This could have been the fact that it was an organised routine every day, meeting friends, enjoying to learn, favourite teachers, wanting to learn in order to get a good job or also that it was a torture to get up in the morning, teachers did not motivate or the covered topics were too hard. In a similar way the second question asked if classes were skipped. This could have also led to certain factors that have influenced the enjoyableness of school. However, under the circumstances that it was early in the interview and this was a very private question that might also result in false answers; I decided to leave it out. It also might have led to seeing the interview as a right or wrong interview instead of a free talk about their motivation and aspirations and could have had a negative impact on the rest of the interview. Also interesting for the research was to know what character traits their favourite teachers had. In this way, I found out under what circumstances the individuals were able to learn the most. Some preferred an authoritative type who was associated with extrinsic motivation, while others favoured a friendly and cooperative person. According to Kilduff, motivation increases when having a direct rival. For this reason it was interesting to see whether this applies in the educational context as well and how this influenced their learning behaviour. Being better than another person or not being worse than another one and its impact on motivation in this regard were analysed. In the same way, role models could have acted as motivator as one is trying to become similar to them. Whether it is their success, money, their style or their way they engage in social projects might be factors that influenced the choice of a specific role model. About the educational motivation its main reasons are for learning were

investigated. Was it because they did it for the teachers, wanted to impress someone, already thought about their future or just did not want to repeat a course as this is regarded as a sort of fail in society or because they then would have lost their group of friends from the class. Learning not to fail was associated with avoidance motivation that Roskes mentions, while learning with the future in mind to realise the own plans showed more traits for approach motivated. What influence did the school have on their lives, whether it was a mean to get a good job and a preparation for the future, rather a good arrangement in order to be able to meet friends every day or even an unpleasant stage in life one had to go through before one was free to do whatever one likes can were analysed here as well. Another interesting aspect of the education was to what extent the grading system had an influence on their motivation and performance. Responses show whether extrinsic and tangible rewards such as grades influenced their performance and how. In this way I also asked whether good or bad grades led to more motivation and what they would have done in case of a grade having been good or bad. Did a good grade lead to motivation to making it even better or did a worse grade lead to the motivation of becoming better in order to be passing safely? One aspect of present intrinsic motivation was to ask the participants how much time they spent at home in order to prepare for the subjects. Having done more than was necessary or asked for was an indicator for intrinsic motivation. Adding to this I tried to find out if they were doing things right away or leaving it till the very last minute, for example homework or domestic work. This gave a hint to the personality. Leaving all options open till the end, so that they were able to work better with stress or were they rather cosy and relaxed with it. It also linked to extrinsic or intrinsic motivation, as it could be seen that tasks where intrinsic motivation was present are conducted right away, whereas others are left till the last minute and the problem might solve itself over time.

One very important aspect about motivation was the question how one could move from being extrinsically motivated to becoming intrinsically motivated. This might have happened due to a certain situation where one realised that one is able to achieve far more when really wanting to. Having asked the participants whether they experienced such a situation where this was realised lead to interesting outcomes. In what way it influenced the personality, the behaviour and why this particular situation were follow up questions. When there was no event they could think of, the scenario was turned around to: was there a situation in life where you wished you could have prepared yourself for in order not to arrive at the negative outcome?

Questions that were asked in relation to the educational and learning theme were the following:

- Did you like going to school? (Why/ why not)
- What was the main motivation for you to go to school? (Education, future, friends...)
- Who was your favourite teacher and why? What character traits appealed to you the most?
- Did you have a rival in class that somehow increased your motivation?
- Did you learn for the teachers, not to fail, or did you think about your future already?
- Do you think your grades represent your effort accordingly? Did motivation arise due to the grading system?
- How long did you take time at home in order to prepare for subjects?
- Are you doing things straight away or leaving it till the last minute?
- Was there a situation in your life where preparation somehow paid off/ resulted in a positive outcome?
- Do you have a role model?

Coming to the theme of the nearer future, questions about what their plans are followed. Finding out whether they already have clear plans and targets and know what they want gave an overview of how they are able to articulate their goals and hence what motivation is present to achieve them. It also gave a good overview of their goals and if they seemed realistic, unrealistic, clear or unspecific. Other aspects in this theme were to find out if the participants were determined and organised or followed a wait and see tactic. Questions relating to the theme of the general future aspects were as follows:

- Do you already know what you want to study/ want to do/ become in the future?
- Do you already have a picture of yourself in the future? What are dreams, expectations of your life? What do you want to achieve and why?
- Would you be willing to leave your trusted surroundings behind you?
- Did you already make plans for moving out?
- Where do you think will you be in about five years time?

The next theme was all about the job and the aspects that come along with it. Here it was especially important to try and find out what surroundings put the individuals into a good working condition. Some of the interviewees already had certain work experience or at least had an idea of what kind of an atmosphere they would want at work. What factors influenced the decision of choosing an employer over the other? Different aspects than pay were important for the interviewed adolescents, especially when they were intrinsically motivated. To evaluate again whether they were the organiser and planner type or the spontaneous type where the surroundings are more important was tested by asking whether the city the job is located in or the job itself is more important. Here it was also tested if the interviewees like consistent tasks or are motivated by unexpected challenges where they can show their skills. One aspect that they were asked about was what they want to be working for. Money was one motivator, as well as having some securities set aside for unexpected expenditures, being able to afford an own apartment, car or other luxuries, not to live in poverty or to be independent in a broader sense. This theme again was linked to avoidance motivation, when the participant wanted to never be in the situation to have to live on the street for example. Having asked them about deal breakers regarding their employer helped in analysing what factors were really the most important for them. Questions in this context were:

- Do you think that salary is the most important aspect of motivation for you?
- In what working environment would you like to work? What factors are important for you?
- Which scenario would suit you best: Moving to another city and then find a suitable job OR find a job first and then move to the city where the job is located
- Would you rather go to work in order to be: independent, not to live in poverty, finance a flat/ living or to create something unique?
- Can you imagine doing the same tasks over and over again?
- Why do you think a good working environment is important?
- What would be deal breakers at work? What would need to happen in order for you to quit the job?

Overall it can be said that I used a variety of questions to get as much data as I could. Using several questions to test the motivational background gave me an insight into which situations needed extrinsic and which ones needed intrinsic motivation and if the answers were consistent. The three themes covered education, future and job related, also went into detail regarding the motivation in these three areas and how they are

connected. For a clear and full allocation of the questions and the responding themes and authors, please see the appendix.

The research question about the ability to articulate the motivation and aspirations governed the entire interview and every answer was related to it. The clearer the overall answers were, the more the participant was able to articulate the motivation.

The main motivational drivers were identified through several questions as well. The more emotional, direct or clear the answer, the more important the factor was for the individual. Thus, this was also linked to the ability to articulate the motivation. The main motivational drivers were related again to the individual's willingness to perform. When there was a clear image of what the future will be, the participant was able to state how the motivation would influence the task performance.

Especially the theme of the nearer future, job and rewards were taken into account for the research question about the influence of working environment, atmosphere and rewards. This section led the participants to state what their future job should be like and what they expect from the employer. After knowing which factors influence their decision for a specific employer and what their expectations are towards the employer, this was compared to what the current employer expectations are towards employees. Hence, I was able to indicate the potential mismatch of expectations and emphasised possible reasons for this.

3.4.1 *Sources*

The participants all graduated from high schools. Some did receive their A levels from a normal high school, whereas others went to vocational schools or other high schools that are specialised in certain subjects or areas. The primary data was gathered from the seven interviews with the high school students and with the jobcentre. These were the sources for the research apart from the literature sources. Notes were taken during the interviews as well as the interviews were all recorded, as far as it was in consent with the individual participant. Not only the answers were noted down, but also how the interviewees reacted to certain questions.

3.4.2 *Access and Ethical Issues*

The semi-structured qualitative interview helped by getting more 'real' opinions than a standard survey. In this way, certain areas could be deepened and understood in a

better way. The participants were asked to provide honest answers and this could be verified to a certain extent when having talked face to face. The access was given, as the participants live close by to my parents' house and they were all willing to provide answers for my research.

Ethical issues could have been that certain questions were of a too personal background and participants did not want to answer them. In such cases I would have respected that and I would not have tried to get an answer to the question. However, I did not encounter this behaviour and all questions I asked were also answered. A bias might have been that the participants were all from the same rural area in the Vulkaneifel. The influence of this bias can be seen in the analysis of the findings and the discussion. The interpretation of the findings could have had a personal bias. I could have interpreted the data in a different way, as I did conduct the interviews myself, than a person that would just have looked at the notes or listened to the recordings.

3.5 Approach to Data Analysis

First, the gathered data were analysed according to similarities and similar views and opinions. The main themes of motivation and why they arose were explored. In this way, the reader can get a good overview of the situation, before I will go into detail with the individual's interviews.

To examine the motivational drivers among the individual responses, the main themes of education, future and job were analysed and potential or actual interlinks in between them were highlighted. Additionally other main motivational themes or aspirations were highlighted that could be found throughout most responses. Theories from the literature were tested and it was shown whether their application seemed to suit or not. I also tried to make implications on how to reward the individuals or what reward concept would suit the best in order to promote their motivation and why. Through the analysis it was made clear what the motivation depends on for the individuals. A diagram was used to represent the findings in which I tried to include the motivational factors as well as the willingness to perform. The diagram includes intrinsic and extrinsic motivation, as well as it shows their relation in regard to avoidance and approach motivation. Thus, this diagram includes Herzberg's Two Factor Theory, Approach and Avoidance Motivation of Roskes and also links them to intrinsic and extrinsic motivation, as well as to performance.

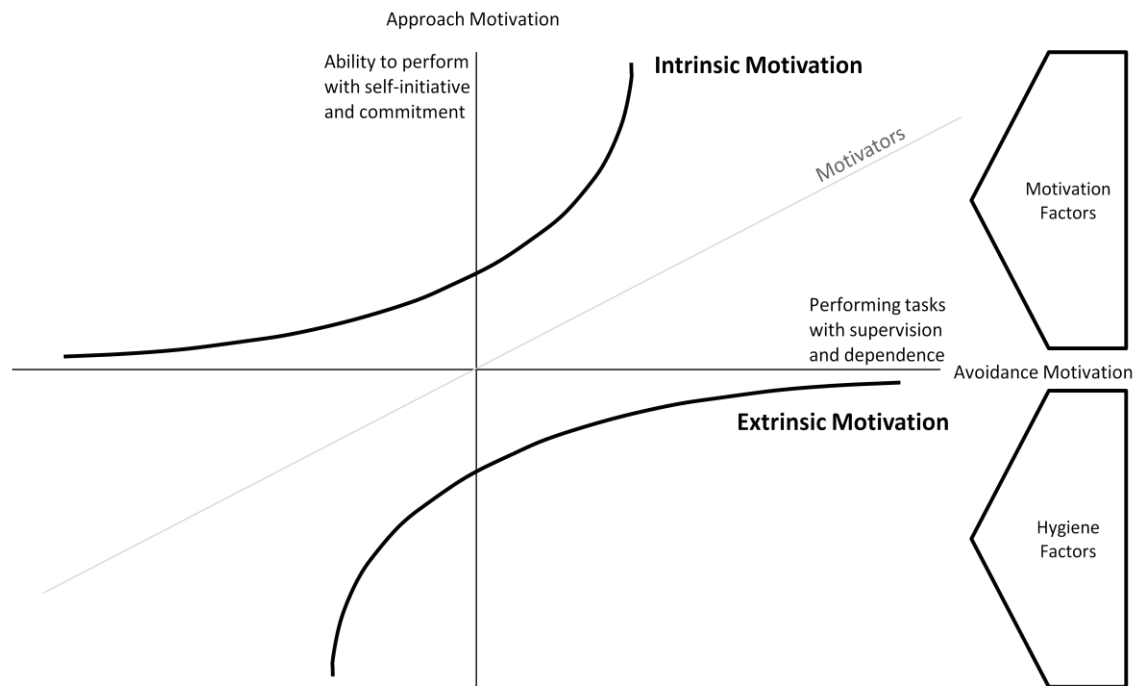


Figure 3: The Bitdinger Motivation Model

The literature states that extrinsically motivated people are not able to carry out tasks solely on their own and need external persons that motivate them. Intrinsically motivated people, however, know for themselves what they want to achieve and how they will get there. They do not need an external factor that tells them what to do. Roskes mentions that people that tend towards avoidance motivation show high needs of extrinsic motivation, while approach motivated individuals tend to towards possessing high levels of intrinsic motivation (Roskes, 2013). The farther one is on the right side of the extrinsic motivation curve in Figure 3, the higher the share of Roskes avoidance motivation is present. Vice versa, the higher up one is on the intrinsic motivator curve, the higher the proportion of Roskes approach motivation. When On the x-axis the ability to perform tasks with supervision and dependence on others to motivate the individual is represented. It can be said that the further on the right, the more reactive a person conducts tasks. The y-axis shows the ability to perform tasks with self-initiative and commitment while being able to motivate themselves continuously. The higher up, the more proactively the person is engaging in a task. Referring to Herzberg's Two Factor Theory, hygiene factors such as pay form the baseline and without them there would be dissatisfaction. It can be said that without the extrinsic factors such as pay there would be also dissatisfaction present. Hence, the extrinsic motivators are needed. Every person is extrinsically motivated to a certain extent. When brought up, the parents nurture the children and thus motivate them

extrinsically until the point when the children realise what intrinsically drives them. In this way it can be seen that extrinsic motivation needs to be present in order for intrinsic motivation to arise. Adding to this, the extrinsic hygiene factors such as pay are located on the motivator line below the x-axis. This also represents the magnitude towards motivation for an individual. The shape of the curve of extrinsic motivation represents that. When moving up the motivator line, a slightly higher value can already have a large impact on the general extrinsic motivation of the person. This highlights that a small increase in the salary might already lead to a large impact on motivation. On the other hand, for intrinsically motivated persons, the motivation factors are situated above the x-axis along the motivator line. Adjusting a motivation factor hence has a large impact on the overall motivation of the intrinsically motivated individual. Where exactly each motivator lies on the line strongly depends on the person again. Some might value one over the other according to their inner values and aspirations.

The question that the interviews did also answer was whether it is possible to change from being extrinsically motivated to becoming intrinsically motivated and how this could happen.

3.6 Conclusion

In conclusion it can be said that for this explanatory research, a qualitative approach was more suitable than a quantitative one. I wanted to find out what the underlying factors of the individual's motivation were and this was better highlighted in individual face-to-face interviews that were semi-structured. The outcome was unclear and results from a quantitative approach could have been interpreted in either way. A qualitative survey, however, gave a better insight into the personality of the adolescents and their backgrounds, motivation, aspirations and drivers for performance.

4 Presentation and Discussion of the Findings

4.1 Overview

This section deals with the presentation and the discussion of the findings. First of all, general themes that can give an indication in regard to the research objectives are identified, analysed and compared to what the group as a whole said. Afterwards, the interviewees' responses will be looked at in detail in order to identify further individual motivational drivers.

The main themes are whether high school students are already able to identify or articulate their goals and motivations, what their main motivational drivers are regarding performance, how important factors like working environment, atmosphere and rewards are for them and whether there is evidence for intrinsic or extrinsic motivation and which one of them seems to be dominant. Furthermore, expectations of employers are discussed and if there is a mismatch between the expectations from high school students towards employers' expectations.

4.2 Findings

Overall it can be said that there was motivation present in each interviewee. The difference was the level of motivation. Motivation can be directed towards school, sports or social engagement, but how much one is engaged differed. Generally it can be also stated that the persons that are more able to articulate their goals also have a stronger level of motivation than the ones that are less able to. This would prove that motivation can strongly be linked to goal setting. When one knows where to head one is in a better position to reach it than when the goal is unknown.

One major theme that was found in all interviews was freedom. The freedom of making own decisions was desired by everyone. This could be the case as the education system makes decisions for the people. What they need to learn and teachers have an influence on how they learn and how much the pupils are engaging. All the participants lived at home during their high school time which also means that their parents had an influence on what they are doing and when. Telling them when to tidy up their rooms, what to eat and earlier also where to go as the parents were the ones with the car and the driver's license. This determining lifestyle might have lead to the participants now realising that they are old enough to want to make decisions on their own. No matter whether those are always right decisions, but rather having the power to decide is the

key theme. Showing or impressing others that they are able to care for themselves and thus proving that they are ready for the next episode in their lives. They are keen to learn new things and develop their personality further.

The next big aspect would be independence. This also goes in line with their desire for freedom. Being able to live without the mainly financial support of the family even though they still want to remain a close relationship with them tends to be the main objective.

However, one very big theme is also safety and security in order to be able to finance the independence. The ones that pursue a more realistic approach also have their aspirations in mind and articulated, but would also be willing to adapt to a changing environment in case of unexpected changes. They regard a certain level of security as more important than fulfilling each and every own desire right away.

Geographical location did not matter as much as it was expected. The individuals are willing to give up the rural area in order to study and work, as the Vulkaneifel is not able to fully fulfil their aspirations yet. Linking this to motivation again, it can be seen that the higher the level of motivation and the aspirations, the more willing the interviewees were to leave certain aspects of their prior lives behind.

Generally it can be said that this closely links to Maslow. Some might already strive towards “Esteem and Status”, but would need their “Safety and Security” first. This shows very good that motivation is the link between the target and its attainability through effort. Money plays a major part for all interviewees, as it is needed in today’s society in order to finance independence and freedom. In this way it could be said that the salary is a means to an end.

Concerning the work atmosphere, the interviewees showed again that an opinion regarding this theme depends on the ability to already have clear goals in mind. The ones that already imagined what it would be like or what it should be like according to them were able to state how it should be, what they are expecting and what potential deal breakers are. Others, however, would be willing to accept a certain behaviour from the employer, remain rather silent as they do show some fear regarding their job placement and hence the received security in terms of salary. In total, all participants are hoping for a pleasant and friendly working atmosphere which definition could still vary. Some for example favour an environment where they are able to work on their own with few external influences, flat hierarchies and wide scope for decision making,

while others prefer working in teams with associates or work in lower positions in a hierarchy. This again shows that the clearer the goals, the higher the level of motivation and the higher and the more expectations towards the employer and the workplace.

To be able to compare what is needed to have a certain level of motivation regarding work and education the comparison with the clients of the jobcentre can give good hints. When comparing it to what the jobcentre said about its clients it can be seen that the level of motivation is clearly far lower than of the high school students. Reasons for this could be that the social groups of the A level students also show similar aspirations and motivation to work and also exert a certain level of social pressure. No one of the participants wanted to be the one of the leaver's class that does not get a job. Compared to the social group of the state aid recipients, their social group mainly consists of other state aid recipients and they rather discuss how to trick the system in order to get more aid or how to get financial support with the least effort. Many of the recipients have had a problematic past or parents that were already recipients of state aid. When never experienced what it is like to go on vacation, afford some luxury or working to receive more money, it proves to be hard for them to imagine it. Hence, they are reluctant to change something and their level of motivation to change is very low. Very rarely, incidents change their view on receiving state aid and if it happens to be so, they are also able to change their lives. However, this situation must arise first and cannot be triggered on purpose.

4.2.1 Motivation

Motivation can be said to be present in every individual, whether it is motivation that drives one towards educational success or into accomplishments regarding sports, engaging socially or to achieve complete personal independence and freedom. Motivation can be also targeted towards a certain need for security and predictability in a way that one would behave risk adverse and reluctant to change. Thus, motivation can have many faces and is formed based on the set of values one possesses. As well as some individuals are able to express their motivations more clearly than others, some engage in activities intrinsically while others need extrinsic motivators. From the interviews it can be analysed that participants that were able to articulate their motivation better also expressed it clearer. Becoming aware of the inner motivation could be related to a certain situation the individuals were posed to face and made them realise that a change might be needed. They might have realised by having a

certain goal it is easier to achieve it and actually having achieved it boosted their motivation again. However, this could have also been just a temporary motivation boost. In order to keep the motivation at a continuous high level, one needs to continuously challenge oneself and set milestones in between towards their ultimate goal. If not rewarded from time to time and without seeing a certain progress it can be very hard to keep being motivated intrinsically.

4.2.2 *Ability to articulate motivations*

No one of the interviewees was able to really clearly define their underlying motivation. Goals, study areas or work areas were mainly general. Some had a couple of different options and would then decide later what to choose. This shows that the majority of them did not really think about the topic of motivation in that way. Mainly the goals did arise from interests or hobbies and should in this way combine interest and the job. It can be explained by the fact that choosing the area to work in or the subject of study is a major decision that will influence their future essentially. They also do not want to make a wrong decision and thus waste years studying not the right subject. I could identify a certain level of anxiety about that next big step in their careers. The more anxious, the less clear goals and motivation could also be brought into relation. The ones having already some clearer goals and possibilities were more positive in finding a placement or choosing the right thing, while the ones with rather general aspirations also would choose a more general career path or study broad subjects that allow one to still change the career direction to a certain extent, e.g. business administration.

One motivation that everyone had was earning money. Especially for adolescents, I think, this is a typical motivator. When facing the next career step, leaving home to study and needing to care for oneself, a certain financial income is needed in order to finance the living. The thought that money can buy you a lot or at least makes living easier is present in many heads. This could be linked to today's society. Especially through the social media and television programmes the adolescents see how "easy" it is when you have enough money to afford everything you want or how much easier life seems to be when the income is just right. This fact might have a subconscious effect on their thinking and influence on their motivation. Money or luxury items are regarded as status symbols and how one is seen by friends tends to be very important for some individuals as well. Hence, the thought might arise that money can account for the most possible future problems. If you could chose to live a hard life where you live from day to day to afford the living or the life of having everything ready or be able to afford it

whenever you need it, many would go with the latter one, maybe due to the security aspect Maslow is relating to. When this is accounted for, the person can start to care for the next sets of needs, being esteem and status or self-actualisation.

It additionally shows that motivation is also part of a development process. It arises at some point and some discover it earlier and some later. Motivation largely depends on the surroundings and the social environment one lives in. This can be seen by the difference of the state aid recipients and the high school students. At a young age, only few are intrinsically motivated and learn for themselves, but the older they are, the more they have learned and experienced, the more motivated they are to a certain direction. In the life stage of school, especially high school, many students need the teachers as motivators as they still are unsure what to expect from the future and what interests them the most. It is their duty to motivate the pupils to that extent that they see their own motives and aspirations. When the situation arises that a person experiences that intrinsic motivation is more powerful, combined with the real desire to achieve something, it can be said that the person does not necessarily need extrinsic motivators anymore. Large levels of extrinsic motivation might seem to trigger intrinsic motivation, however, only to a certain temporary extent. Very authoritative teachers that push the students to work might create the motivation of learning for the sake of the teacher. Once the teacher is gone or the course is over, many students would not see the urge of learning anymore and hence would need extrinsic motivation again and not be intrinsically motivated to carry on.

Not being able to articulate the motivation does not mean that one is not motivated, but rather that a situation that really triggers their intrinsic motivation has yet not occurred. When it happens, the participants will know in what direction they would like to go and what drives their performance best.

4.2.3 Main motivational drivers and their link to performance

From all the interviews conducted it can be seen that the underlying drivers for the participants are the willingness to achieve independence and freedom. This may result from the fact that at home they had clear rules and guidelines and at a rebelling age they wanted to test the limits. Especially with the puberty, one might strive towards being the own boss and making own decisions. This can be linked to Piaget's stages of intellectual development and the Kohlberg Model. Not only the life at their parents' house was all planned, but also the high school did set their daily schedule and direct when to have which subject. This also might have had an influence on the individuals

now wanting to develop, move on and evolve. Standing on their own feet and making own decision is one factor that could have arisen from this maybe too planned environment. The participants are a little anxious about their next major decision but also see the positive out of possible wrong decisions. At least they want to be able to make their decisions themselves and live with the consequences.

For some, rivalry was a main motivational driver. Being better than the others or having the need to be the best indicates strong intrinsic motivation. Not only negative rivalry, but also positive rivalry can be present. Thus having a friend that is willing to help and motivate can boost the motivation. In this way rivalry could also be regarded as extrinsic factor.

The interviewees are mainly extrinsically motivated which can be explained that in order to be able to be independent they need the financial means. However, when knowing what they want to and being clear about their future, they show evidence of intrinsic motivation as their main motivational driver.

Overall, however, the main motivational driver is to achieve a prior set goal. Many interviewees saw at a certain point in time that their current performance will not be beneficial to them according to get the job or the future they desire. Once their goal was endangered, they took action and the necessary steps to secure it again. This also shows the underlying, subconscious intrinsic motivation of the individuals. Steps were the decision to move to another school or to renounce the social life in order to learn more to get back on track. It clearly shows that motivation is closely linked to achieving personal goals. Hence, to find out what one's motivational drivers are, one needs to find out what their personal goals and aspirations are first. It makes motivation a very individual topic.

4.2.4 The influence of working environment atmosphere, rewards

The working environment was equally important for all participants. Mainly a respectful environment and appropriate behaviour should be present. However, to clearly state what they are looking for the actual experience was missing. Some gathered work experience that is not really able to represent the future work environment. Therefore it seemed difficult for the participants to articulate what they are expecting. To a certain extent, they were willing to overcome personal difficulties when the salary compensates it. I think, this might also result from the fact that the answers to the

questions were rather of speculative nature than actual work situations. The interviews also showed that the clearer the personal goals and expectations were, the clearer the deal breakers regarding work environment were. Rousseau's concept of the Psychological Contract was also identified during the interviews.

4.2.5 Current employer expectations

Expectations of the employers might be that they are looking for a group of similar individuals in order to make rewarding and managing easier. However, the research shows that even a small number of interviewees from very similar backgrounds show all sorts of different motivations. In this way, employers are facing the challenge to have suitable and appropriate reward systems for different character and personality types. Otherwise, they might lose out on the opportunity to fully foster the motivation of their employees.

Companies are also demanding flexibility and reliability and the students are willing to provide them, however, only when they can also expect a certain flexibility and reliability from the employer. This again shows the aspects of the Psychological Contract in regard to the future employees.

Especially in the Vulkaneifel, employers are willing to accept even lower qualified personnel as the job situation shows higher demands than supplies could currently provide. Earlier discussed factors of wanting to evolve and develop might also lead to leaving the rural area and move to cities in order to study and see something new. This is a potential problem for local employers, as the qualified students want to broaden their skills and abilities and study. The next bigger cities with universities are Cologne (116 km), Coblenz (75 km) and Trier (74 km). Many students also want to experience what it is like to live in a bigger city than on the countryside.

4.2.6 Individual Analysis

This section goes into detail with the individual interviews and provides a summary of what they said and how they are motivated.

The first interviewee was Lina. She states that authoritative but also friendly teachers were most helpful for her. It proves to be suitable to be guided initially, but also to have the friendliness to receive understanding from the students. Lina did realise for herself that she needs to do more in order to achieve what she wants. Especially her father

motivated her to perform as he struggled and she does not want to get into a similar situation. It indicates that certain situations lead to intrinsic motivation. Regarding her future she decided for a more risk-averse strategy and conducts a voluntary social year. Lina is persuaded that further training can also have major influences on what one does and therefore it is not as important what one really studies, as it can be compensated with additional training. She is a little anxious about the future, as it is an unknown parameter, however, rather sees it as an opportunity to create a new beginning. Lina wants to make her own decisions and see what effects they have and believes that life is what you make it. Additionally she wants to use her skills and abilities to show others and herself what she is capable of. This is an indicator of a high level intrinsic motivation and self-initiative, as she wants to be in charge of what she is doing and conducts the measures necessary to achieve the goals. To be able to evolve is her main aspiration and she is looking for a job that is appealing to her interests. Especially the environment is important to her and she wants to be treated respectfully. The surroundings are important for her and she prioritises social demands over job demands. This again shows that extrinsic factors such as job are not as important as feeling welcome and at home which can be regarded as more intrinsic.

Her motivation to work in a specific area arose through a hobby which again highlights her intrinsic motivation. She wants to decide for the job, even though it might not be the best decision to earn money. The interview shows a high level of intrinsic motivation and self-initiative, but also a positive attitude towards change and the outcome of decisions.

The second interview was conducted with Marilena. She also states that she needed guidance initially and lost track due to setting priorities for friends rather than school. However, changing to a specialised school for psychology and medicine as well as teachers has helped her to find the motivation again. Marilena now also had a clear goal in mind which motivated her to perform very well. At a certain point, she decided not to study medicine anymore and hence the motivation was also partly lost as the new goal did not need such good grades. This shows that extrinsic motivation only lasts temporary and needs continuous engagement in order to keep the motivation level high. Rivalry and competition motivate her best, which are evidence for extrinsic motivation. She shows traits of being stubborn and cosy, so when wanting to achieve something she does everything to achieve it, if she does not want it then she will not or even try to find ways to get around it. She tries to avoid difficulties and problems and

does not like having fixed schedules or being controlled and is rather spontaneous and snug. For her, a hobby should also become the profession. Marilena has a strong bond with her horses and they give her a certain freedom and routine that she can freely arrange. Personal independence is crucial and her values are only hard to change. Especially conformity (according to Schwartz) is important for Marilena, as she states she would not like to be the one among her friends that has no job. Which again delivers aspects that the surrounding provides motivation for her. The job motivation is to afford a certain standard of living and not to become poor. This also arose from the fact that she has two horses and that being a costly hobby. This shows evidence of extrinsic motivation in order to fulfil her personal dreams. She could also imagine doing another job, however would rather favour to combine her interests with work. Regarding aspirations and goals she does not have clear or set goals and leaves herself some opportunities open, however she has certain aspects and factors that need to remain unchanged and where the environment should adapt to.

The interview with Marilena shows that she has very strong values that are hard to change and she does everything possible to protect her dreams. In this way she is willing to accept compromises, but would favour a solution where all her interests can be combined. Marilena needs to get individual attention in order to promote the motivation as it otherwise might get lost again, however, when present they can really influence the output in a positive way.

Claudia on the other hand was not that clear in articulating her motivation and needs extrinsic motivators. Her main motivation is not to fail which shows evidence for Roskes avoidance motivation. The mentioned aspirations and dreams are also rather general and consist of job, house and family. However, she wants to have a specific level of certainty, as she personally is more undecided and unsure. Being too tied to something also feels not right according to her. Overall it can be said that Claudia has not yet experienced a situation that triggered her intrinsic motivation to show her what she really wants. To motivate her, extrinsic factors would currently suit best until she discovers what her inner motives are.

Max, my fourth interviewee, states that he initially needed external pressure and extrinsic motivation in form of teachers and parents in order to perform. However, then he realised that he is in need of the A level degree for a better future. For him, working

together with a person that is able to push him towards a goal proves to be appropriate. Max would rather improve bad grades and leave a good grade being a good grade which also shows evidence for avoidance motivation. Motivation for him can be generated from senses of achievement. This again might also last only temporary; therefore he would need positive motivational moments from time to time to keep motivation levels high. He favours guidance instead of embracing self-initiative. Furthermore, he states that he would like to be intrinsically motivated but needs extrinsic motivation. This also implies that Max has not yet experienced a situation where he is able to realise what his personal motivational drivers are in order to promote them. His current goals are to become independent, but yet he is not able to.

Max can work best with a mentor that is able to motivate him from time to time and appraises his achievements. The interview shows evidence for extrinsic motivation but also the awareness that intrinsic motivation exists.

The interview with Christin showed very high evidence for intrinsic motivation. A subject led her to the area she wants to work in, which again was based on a personal situation she experienced at home when her mother was ill. Christin hated the fact that she was not able to do anything against it. In this stage she was alone at home and had to take care of everything herself which allowed her to develop self-initiative and responsibility. She is very ambitious, always strives to be the best and outpace rivals and competitors. Another situation that motivated her was to prove a teacher wrong that said she was never able to achieve a good grade in the subject. This triggered the ambition to show what she is capable of with success. This situation shows that there was also a negative situation that did result in an increased level of motivation. Christin has the dream of having a certain level of security and being in the position to plan and organise everything around her. She reflects her behaviour a lot and tries to find ways in order to improve her reactions, as well as she always tries to find the error in her own actions. She can also become disappointed in herself when others highlight bad performance and thinks that she could have also identified this earlier. Her very high ambitions are also reflected in the way that she wants to get out of the Vulkaneifel and see new, unknown aspects of life. Money plays a big role for her motivation as well as it is needed for her freedom and to realise her dreams. Regarding the working environment she would prefer to work alone, without regulations and regularly needs new challenges. She wants to show others and especially herself what she is capable

of and leave a mark. Christin also now wants to evolve and live her own life after all has being organised for her. She wants to have the complete control over her actions.

This interview showed very high levels of intrinsic motivation and knowing exactly what the desires and internal motivations are. The individual is able to motivate herself and work towards a goal on her own. Again, intrinsic motivation is triggered by a specific situation that influenced the way of thinking of an individual.

Tom, the sixth interviewee, realised that you are only able to get a decent job when having the A level degree. He is long-term oriented and had a friend that was particularly good in school that motivated him and drove him towards rewards. He also states that he leaves doing things till the last minute except when it provides pleasure. This states that intrinsic motivation for him has a larger influence on task performance than extrinsic one. Tom has a very realistic view towards his goals and would also be willing to adjust them under certain circumstances and acts flexible. An interest did also lead to his most favourable job, as he is curious to experience the unknown. Tom regards a job as combination of fun and payment and a generally organised environment with a certain level of individual freedom. His aspiration is to achieve his goals and he is also very motivated even though the goals might still vary in the future. For him, his father is a good example of what life might be and he had to work his way up and so Tom knows that the work life might not be easy at all times but with some compromises you will get there.

Tom has a broad idea of what he is expecting and wanting to achieve. He is intrinsically motivated to a certain extent, but also needs extrinsic motivation from time to time to achieve intermediate goals.

Christian is not able to clearly identify his motivations so far. He states that he needs extrinsic motivation such as teachers and parents in order to perform. The career path of his brother is a motivator for him and he wants to follow a similar one. This also shows that there is no clear own aspiration present yet. There is also no evidence for a situation that might have caused the intrinsic motivation to be triggered. Important for Christian is his social environment and he does not want to leave it behind. The decision for his future job area formed after an internship at a company. He could also imagine working for the same firm, as long as he is able to retain the social contacts he has and the surroundings.

For Christian, the future is not yet clear and it was hard to find out what underlying motives there are which shows that it would even for companies be hard to reward the individual employees in the most appropriate way, as they are all very different.

The interview with the local Jobcentre gave me an insight into what potential problems the adolescents have and why they need to receive state aid and what factors are influencing this. The Jobcentre states they all have certain similarities, for example that their parents are also state aid recipients and encourage their children to do the same, that the adolescents experienced an especially negative situation or have had a very problematic childhood. Most of them show a lack of even the most normal work traits like appropriate behaviour at work and personal organisation. In many cases they were pushed through school without having the basic requirements fulfilled which leads to having a degree at the end but without the proper requirements. The jobcentre states that especially the long-term perspective is missing and that this might have arisen from the fact that they never really have experienced what it is like to live a different life. There are many perspectives and opportunities present, but the individuals need to take them. The Jobcentre also mentions cases where individuals were able to change their lives and that there were situations that led them to conduct these changes. This again highlights the aspect that situations in our lives trigger motivation. The social surroundings and their friends, however, are all state aid recipients as well and hence the motivation of remaining in this clique prevails. In order to really help the individuals the Jobcentre would need far more resources as those are all very individual cases. It shows that dealing with these individuals and their motivations could be compared to a company dealing with their employees. The variety of different individuals needs a very large amount of resources in order to treat everyone individually to fully engage the employee and promote his motivation and performance. Furthermore, the state aid recipients have very unrealistic goals regarding salary and working hours and are misjudging their own skills. This makes it additionally problematic to motivate them to get a job with real characteristics. The Jobcentre also states that they seem to still be happy with their lives, as they also have very low to no aspirations or desires and lack of self-initiative. It can be explained by never having experienced a different life. Hence, they cannot imagine living in a different way and are happy with what they have. Their level of motivation and aspiration is generally lower than the one of the high school students.

4.3 Discussion

The broad spectrum of answers shows that motivation does not really depend on geographical location, age, or stage in the career. Motivation is a very individual aspect of a person and can arise from many different factors. It could be observed that adolescents tend to be motivated extrinsically, as this has been dominant in this current life stage. Parents nurturing their children, teachers teaching their students and employers during work experience telling people how to work are only some examples of these extrinsic influencing factors. Especially the desire to be independent and having the freedom for developing and evolving oneself became clear during the interviews and shows that the individuals want to try something new. However, it can also be seen that real intrinsic motivation arises from a specific situation that influences the future behaviour. A situation that affected the values, the way the students thought about a certain aspect or that has led to reflecting the way they are doing things. This could be associated to Kolb's Learning Cycle. In the Bitdinger Motivation Model this would be the transition from the extrinsic curve to the intrinsic curve. From the interviews it can also be implied that a certain situation needs to occur in order for someone extrinsically motivated to become intrinsically motivated. Therefore, one can leave the extrinsic curve and move on to the intrinsic curve. To a certain extent, everyone has extrinsic forces that hinder the decision made, be it legislation, compliance guidelines, rules or other external pressures or authorities. Thinking outside the box appears when someone shows commitment and reflects upon decisions and approaches of doing things. It shows a high level of self-initiative. Hence, one does question the current rules, guidelines or procedures in order to find out new ways. Continuous and long-term creativeness would only occur on the intrinsic curve. One could argue that bonuses or rewards for improvement ideas might also influence the creative behaviour. The answer to this can be a yes. In the Bitdinger Motivation Model the influence of extrinsic motivators on intrinsically motivated individuals can be seen. To show this, an example is given. When changing an extrinsic motivator, i.e. hygiene factor further to the right, the impact this has on extrinsically motivated person is far bigger than for the intrinsically motivated individual. Equally, for an intrinsically motivated person, the effect of changing a motivation factor has a bigger influence on the overall performance than for the extrinsically motivated individual. However, the Model shows that the other motivation type still has an influence even though it might not be the dominant motivation type.

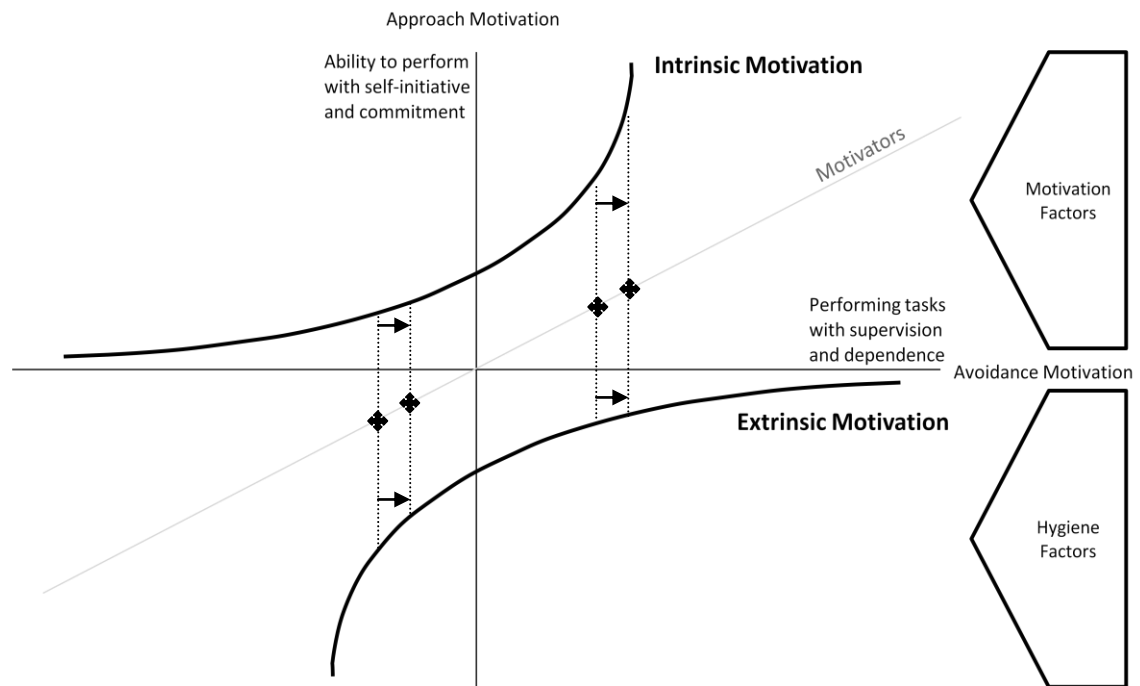


Figure 4: Changing Motivators in the Bitdinger Motivation Model

The interviews showed that the extrinsic effect on intrinsically motivated individuals and the intrinsic effect on extrinsically motivated individuals respectively will mainly only have a temporary effect, as actions will only be carried out when the rewards suit instead of continuously challenging the processes. For certain businesses this might be ideal; however, for others this might result in time delays as the strategy of the company might not be interested in creative thinking instead focusing mainly on producing current products. Again, there is no right or wrong location on the diagram, but rather it should fit to the current situation of the individual and the company's strategy. Only in this way mismatches between expectations and breaches of the psychological contract might be prevented. A company that relies on extrinsic rewards and motivators might not suit to an intrinsically motivated person. Temporarily mismatches could be somehow overcome, but in the long-term it would lead to dissatisfaction.

In conclusion, it shows that different motivators can have various effects on an individual which highlights the importance of using the appropriate motivators for specific employees or employee groups. Otherwise, a misallocation of resources might be the outcome. Thus, motivating an intrinsically motivated person with extrinsic rewards is possible, however, could also be regarded as not necessarily value-adding. A suitable principle for the investment would be the Pareto Principle. 80% of the motivation can be accounted for with 20% of the resources. To achieve the last 20% of the motivation, 80% of the resources would be needed.

The ability to articulate motivations is partly given. Some participants were more able to give concrete goals and aspirations, while others had no clear plans and targets yet. From the data, it could be seen that the ones being more able to articulate their motivations were also more intrinsically motivated to achieve those.

The main motivational drivers, whether extrinsic or intrinsic, were the desire to make own decisions and to learn for themselves. Having the freedom to do what they like was the main driver underlying their aspirations for future actions. The need for security and safety can also be regarded as underlying motivator to perform. Main motivational drivers are the reasons for the participants to perform in a way that they want to achieve their goals and this motivates them to work towards them.

It was hard for the interviewees to already have a clear picture of a potential working atmosphere in mind. So the answers in this regard were rather general and it could be seen that a respectful and friendly working climate would be most appropriate. There is not that much current desire for a total reward system, as the main aim of the participants is to make some money at first. However, this will change over time, when they gather more experience at different workplaces and thus be able to realise what factors are most important to them regarding the job.

Especially for young employees it might be hard to formulate their goals and expectations towards employers, as their main desire might firstly be to get experience and to learn how the job life is like. Therefore, a change for there being a mismatch in the expectations is present. The employer might already expect more from the employee, while the employee is yet still unclear as there is a lack of experience. This might cause some problems. However, the adolescents did tend towards being flexible regarding work at the start, until they realised what it is that they are actually looking for. Flexibility can be provided, but only to a certain extent. The interviewees did also mention that they have certain deal breaker criteria that would lead them to quitting a job.

4.4 Conclusion

In conclusion it can be said that motivation is a very individual topic. A lot depends on the personal perception and the values. Some relate stronger or more emotional to certain situations, while others have weaker feelings for one aspect but feeling more connected to other things. Every person has extrinsic and intrinsic motivators and evidence for both of them can be found. Overall it can also be said that one motivation

is dominant in a person. Which one it is depends largely again on what the person experienced so far. The data from the interviews shows that intrinsically motivated individuals experienced some sort of positive or negative situation which made them look at things differently and triggered an intrinsic need for action. Others, who have not experienced a situation or did not reflect upon a situation in a way that it has influenced their thinking or values, may remain extrinsically motivated. The stage when adolescents leave high school and have their A level degree does not necessarily mean that they already have finished learning and know exactly what they want. Life is full of unexpected situations and the environment around us is also constantly changing and every day decisions need to be made which all influence the future to a certain extent. These situations and decisions are also interpreted differently by other people according to their beliefs, values and opinions. In this way the more a person evolves, the more the person differs from other individuals and the more complex it becomes to motivate or reward him or her accordingly. This is a particular challenge for companies to treat everyone appropriate in order to promote the very individual motivation in order to foster the highest level of motivation.

5 Concluding Thoughts on the Contribution of this Research, its Limitations and Suggestions for Further Research

5.1 Implications of Findings for the Research Questions

Regarding the research question, the ability to articulate motivations can be linked to the awareness of the level of motivation as well. Hence, the research question could be answered with the research. Individuals that were less able to articulate their motivation showed lower levels of intrinsic motivation. This finding is very interesting and shows that when having a clear goal in mind; one can be more determined to actually reach it. Other theories and task-oriented approaches would also support this statement. When having a target one can focus better and actually achieving the goal is facilitated. The ability of being able to articulate motivation and aspirations can be found out by the way of asking questions.

The main motivational drivers can be identified as being independence and desire for freedom to make one's own decisions. Safety and security needs such as having some financial backups, for unexpected expenses and to afford some luxury from time to time also play an important role. This clearly links to Maslow's Hierarchy of Needs. The same career stage and the similar educational path had an impact on the result in wanting independence. Pay currently plays a major role as motivator, however, mainly because the participants need to finance their independence first and save some amounts for security as well. The research also shows that the motivational drivers depend on the situation one currently is in. When in a specific situation and in need for a certain resource, the motivational drivers might change temporarily to fulfil the current need. Afterwards, they might change to suit to the long-term-goals of the individual again.

Working environment, atmosphere and rewards also seem to play an increasingly important aspect for the participants, especially a respectful cooperation is the desire of the majority. However, it proved to be difficult for the interviewees to give clear comments on this topic, as their work experiences are limited and hence the answers could also have been of more speculative nature. Here it would be interesting to conduct a similar research on university students that have gathered more work experience and are just before starting to work for a company after their studies. This would show how they then perceive these aspects and how they would value them.

Intrinsic and extrinsic motivations are present in every individual, as motivation is a concept that can be applied to every human being. However, which one is dominant

strongly depends on their life and their experiences. Situations and decisions might have influenced it in one way or the other as well. The general level of motivation again can be identified by analysing how able the interviewee is to articulate his/ her goals.

Companies have different strategies and hence also different expectations towards employees. While some need creative thinkers and representatives, others are rather looking for administrative staff or production line workers. Overall, it can be said that the reward systems and the expectations need to be in line with the generic strategy the business is pursuing. Otherwise there would be a lack of authenticity and focus which could lead to dissatisfaction and ineffective processes. As a result the overall company performance might suffer.

5.2 Contributions and Limitations of the Research

The research contributes to the literature in a way that the small chosen population with the equal age and career stage from the same geographical location can have already various different aspirations and motivations. Their individual motivational drivers were explored and what matters to them most concerning their future. This research helps to find possible underlying motivations or values for intrinsic and extrinsic motivation. It also shows that the theories from the literature have commonalities that could be combined and lead to a more applicable and broad description of motivation that might help people to deeper understand the topic of motivation and its complexity.

As it was a qualitative research the interviewed population was comparably low with eight participants. A larger population might even give a deeper insight into various other motivations and drivers.

5.3 Recommendations for Practice

The research shows how complex and diverse motivation can be and thus how impractical or cost-intensive the implementation. It could be said that different motivational types are existing and there are also various personality types existing. So why not combining them to a certain extent and create a model with different motivational types in the sense of Myers Brigg's Personality Types. In this way, reward models could be adapted to suit to different types rather than suiting directly to the individual. This would result in a lower cost-expenditure and a company would be able to direct the total rewards more individually to the employees and hence enhance the level of motivation of the workforce. It could also be the case that the employees could choose on their own which reward model they want to use which would decrease the

amount of time the human resource department would need to invest to find the suitable reward type and the workers would have certain flexibility and adjust the rewards to their current situation. However, this would have a bigger impact on the individual motivation of employees than having just one very general motivation model that should fit to every single member of staff.

5.4 Recommendations for Future Research

For the future, this research approach could also be directed to other social groups, age groups or ethnic groups in order to find out whether certain variations and trends can be observed. When continuing to focus on German adolescents, different educational backgrounds could be investigated such as the different types of secondary schools: the 'Hauptschule' (lower secondary education), 'Realschule' (middle school) and Gymnasium (grammar school; as was subject in this research). This would emphasise the focus of the specific education and could give hints to improve the educational system in order to match the way of teaching with the present motivations.

Additionally, a greater population of participants can lead to a more valid outcome as this might highlight the fact that even more different motivation types exist. Participants with a wider age range could prove when motivation arises, meaning that it could give a hint on when motivation generally becomes aware for adolescents.

A quantitative survey conducted in schools could lead to an indication of what motivation types are dominant or mainly present and in what areas or under what circumstances they arise.

5.5 Final Conclusion and Reflections

Even this small population with the same age, same stage of career by being graduates and the similar geographical location showed that many different motivational types exist and that motivation is a very diverse, complex and individual topic. Taking the current literature into account and when looking back at this research thesis, it can be said that a quantitative survey would also support what is mentioned here and would lead to a broad answer spectrum regarding different motivations.

Companies mainly use reward systems to enhance motivation. However, this is only effective, when these are actually able to match the individual motivations. Otherwise

they might even lead to dissatisfaction and may hinder performance. A reward system that deals with every employee individually might only be realised in very small companies and will not be applicable for bigger firms. Hence, a model that clusters certain motivational types into groups seems rather applicable for a broader audience.

The Motivation Model shows that the authors touch common ground to a certain extent when talking about motivation and I tried to highlight these commonalities. It shows that motivation can have many different faces, but also has a common and thorough basis and can be related to basic concepts. The ability to articulate motivation and aspirations can be linked to the actual present level of motivation in an individual.

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6 Appendices

6.1.1 Appendix A –

Questionnaire for the interviews

Question	Remark
Did you like going to school? Notes: Creating a good atmosphere, general/ broad motivation	Why, why not? What factors influenced this?
What was the main motivation for you to go to school? (Education, future, friends...?) Notes: Finding out the specific motivation, future-oriented, socially-oriented, wanting to learn more. Situations that led to dissatisfaction (bullying, few friends, bad grades, no appropriate teachers, early start every day, everyday routine, planned/ organised flow. Related articles: (Aerts, et al., 2015), (Côté & Levine, 2000), (Deci, et al., 2001), (Herzberg, 1968), (Maslow, 1954)	e.g. boring teachers, not interested In subjects
Who was your favourite teacher and why? What character traits appealed to you the most? Notes: seeing whether extrinsic or intrinsic motivation is present Related articles: (Bhalraj, 2008), (Deci, et al., 2001), (Choi, 2006) (Covington, 2000)	Did the teacher motivate?
Did you have a rival in class that somehow increased your motivation? Notes: did it influence and how. Being better or rather not being worse than someone? Related articles: (Kilduff, 2014)	Positive or negative rivalry?
Did you learn for the teachers, not to fail or did you think about your future already? Notes: long or short-term-orientation, able to articulate their motivational drivers. Evidence for extrinsic and intrinsic motivation... Related articles: (Covington, 2000), (Roskes, 2013)	Why they think school was important or how they see school in terms of a “career ramp”/ preparation for further studies or work
Do you think your grades represent your effort accordingly? Did motivation arise due to the grading system? Notes: have grades an effect on their performance or are they subjective. Which	How they judge the reward model of schools, has it led to motivation?

<p>grades motivate more can give indication on approach or avoidance motivation.</p> <p>Related articles: (Deci, et al., 2001), (Roskes, 2013)</p>	
<p>How long did you take time at home in order to prepare for subjects?</p> <p>Notes: extrinsic or intrinsic motivation. Did they need their parents for motivation?</p>	<p>Intrinsic motivation present as more is done than needed</p>
<p>Are you doing things straight away or leaving it till the last minute?</p> <p>Notes: things that intrinsically motivate might be done straight away and things that are disliked are rather left behind.</p>	<p>Might give hint to personality</p>
<p>Was there a situation in your life where preparation somehow paid off/ resulted in a positive outcome?</p> <p>Notes: how this situation (positive or negative) influenced their actions and thinking and to what extent.</p> <p>Related articles: (Finlay, 2014)</p>	<p>What situation, in what way did it influence, how?</p> <p>Why do you think this particular situation?</p>
<p>Do you have a role model?</p> <p>Notes: what are the traits/ habits of the role model? What makes the person special</p>	<p>Is it rather sports or business person? Asking why to find out how they are motivated by the person</p> <p>Is the role model famous for being motivated by rather extrinsic or intrinsic things?</p>
<p>Do you already know what you want to study/ want to do/ become in the future?</p> <p>Notes. Ability to articulate motivation</p> <p>Related articles: (Finlay, 2014), (Vinken, 2007)</p>	<p>Also finding out if there is already a clear plan or rather spontaneous decisions...</p>
<p>Do you already have a picture of yourself in the future? What are dreams, expectations of your life? What do you want to achieve and why?</p> <p>Notes: ability to articulate motivation. Authenticity? Does it seem possible or rather very difficult to reach and how does this influence the person. Does the person need a big challenge in order to perform or is more motivated by small and easier goals?</p>	<p>Realistic unrealistic? Clear or unspecific? Approach motivation?</p>

Would you be willing to leave your trusted surroundings behind you?	
Notes: reluctance to change, ready for a new step, internal motivational driver to see something new?	
Did you already make plans for moving out?	If still living at home
Notes: planning and organising or more spontaneous can give hint on the personality and the intrinsic or extrinsic motivation	
Where do you think you will be in about five years time?	See if there is a clear goal or not
Notes: ability to articulate, as well as what aspirations they have.	
Related articles: (Finlay, 2014)	
Do you think that salary is the most important aspect of motivation for you?	Why do you think money is all you need?
Notes: extrinsic motivation and what they want to do with it...	
Related articles: (Brown & Reilly, 2013)	
In what working environment would you like to work? What factors are important for you?	Like energy business/ automotive, production, ...
Notes: seeing what they regard as important. Do expectations suit to their set of skills?	
Related articles: (Brown & Reilly, 2013), (Choi, 2006), (Giancola, 2009), (Giancola, 2014), (Glen, 2006), (Goleman, 1998), (Herzberg, 1968), (Maslow, 1954)	
Which scenario would suit you best: Moving to another city and then find a suitable job OR find a job first and then move to the city where the job is located.	Is the actual job more important or the surroundings
Notes: spontaneous or organised, social surroundings or job? Willingness to change dramatically?	
Would you rather go to work in order to be: independent, not to live in poverty, finance a flat/ living or to create something unique?	Find out if avoidance motivation or approach motivation is more important for the individual...
Notes: motivation to go to work. Social pressures, as friends have jobs?	

Related articles: (Maslow, 1954), (Roskes, 2013)	
Can you imagine doing the same tasks over and over again?	Motivated by change/ challenge
Notes: security more valued than receiving more money. Reluctance to change?	
Related articles: (Szalma, 2014)	
Why do you think a good working environment is important?	Adding value to society, making money, developing oneself, travelling/ seeing the world, staying in the area...
Notes: why they think they need to work. Should it be part of their live or mean to afford life	
Related articles: (Brown & Reilly, 2013), (Giancola, 2014), (Glen, 2006), (Herzberg, 1968), (Lawler, 1995), (Lin, 2007), (Patrick, 2008),	
What would be deal breakers at work? What would need to happen in order for you to quit the job?	Seeing what the most important aspect of the employer is...
Notes: gives a hint what needs to happen to make them reconsider their decision	
Related articles: (Patrick, 2008), (Rousseau, 1989)	