



**Universitat Ramon Llull**

# Doctoral Thesis

Title: An Investigation of Work Motivation:  
Typologies of 21st century business  
students

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# Table of Contents

Acknowledgements .....	ii
<b>Chapter I: Introduction to Work Motivation .....</b>	<b>1</b>
Introduction .....	1
Background on Motivation.....	3
Motivation in the Work Place .....	4
Complexities of Motivation.....	7
Holistic Vision.....	9
Proposed Significance of the Study of Business Students .....	10
Outline of Work Motivation.....	14
Work Motivation Theories .....	15
Work Motivation's Choices .....	17
<b>Chapter II: Literature Review .....</b>	<b>20</b>
Introduction to the Literature .....	20
Framework of the Literature Review .....	21
Interrelationships in Motivational Research.....	23
Gestalt.....	23
Clusters of Motivation.....	25
Response Theory .....	25
Scientific Management.....	27
Job Design Characteristics .....	31
Work Attitudes .....	34
Drives and Instincts .....	37
Drive Theories .....	37
Psychoanalytic Instinct Theory .....	38
Lewinian Theory .....	40
Action Research .....	42
Control of Reinforcement Theories.....	44
Locus of Control.....	46
Expectancy-Valence .....	48
Goals.....	50
Goal-Setting Theories.....	50
Physiological Needs .....	52
Need Hierarchy Theories.....	53
Achievement Motivation Theories .....	54
Intrinsic Motivation Theories .....	55
Social Theories of Work Motivation.....	56
Social Groups .....	57

Social Identity Theory .....	58
Social Classification .....	58
Cognitive Evaluation Theory and Social Cognitive Theory .....	60
Locus of Causality .....	61
Self-Determination Theory.....	62
Summary of Literature Review .....	64
Conceptual Framework .....	66
First Aspect of Framework: Literature Background on Work Motivation .....	67
Second Aspect of the Framework: Interpretation Foundation .....	68
Third Aspect of Framework: Interaction with the Research Subjects.....	69
Research Questions .....	69
<b>Chapter III: Philosophical Foundations.....</b>	<b>72</b>
Introduction .....	72
Philosophical Perspectives .....	72
Phenomenological Perspective.....	73
Philosophical Fields .....	74
Knowledge-Epistemology .....	74
Phenomenology Knowledge.....	75
Hermeneutics .....	76
Phenomenology .....	78
Intentionality of Consciousness.....	82
Eidetic Reduction .....	83
Intentionality .....	84
Noema and Noesis.....	85
Epoche .....	86
Points of Departure: From Husserl to Schütz to the Social Sciences.....	87
Alfred Schütz: Justification to Social Science .....	89
Life World: World of Everyday Life .....	90
Vernacular of Everyday Life.....	92
Experience Involves into Meanings .....	92
Culmination: Schütz's Typologies .....	94
<b>Chapter IV: Methodology and Data Collection.....</b>	<b>96</b>
Introduction .....	96
Qualitative Research.....	96
Qualitative Research in Managerial Sciences .....	98
Qualitative Process .....	100
Concepts of Induction .....	102
Classical Induction .....	102
Statistical Induction .....	103
Conceptual (Qualitative) Induction .....	103

Ladder to Induction Research.....	104
Research Design .....	106
Grounded Theory .....	106
Elements of Grounded Theory .....	108
<b>Chapter V: Research Method</b> .....	112
Process: Theoretical Sampling and Data Collection .....	114
Interpretation of Analysis.....	114
Triangulation .....	116
Data Collection Technique and Guidelines.....	117
Data Collection: In-depth interviews .....	118
Pre-Interview .....	121
Setting of the Interviews.....	123
The Art of the Question: Waiting for the response .....	124
Focus Groups.....	127
Conducting the Focus Groups .....	132
Theoretical Sampling .....	136
Saturation Point .....	137
Constant Comparison .....	138
Evaluating Grounded Theory Research .....	139
Credibility.....	139
Originality .....	140
Resonance and Usefulness .....	141
Data Management and NVivo 8.0 Software .....	141
Coding Process.....	142
Open Coding.....	143
Coding Procedures .....	145
Axial Coding .....	159
Categories.....	160
Axial Coding of the Categories .....	162
Integration of the Storyline.....	162
Reviewing and Sorting Through Memos .....	163
<b>Chapter VI: Results Typologies</b> .....	166
Four Typologies .....	166
Typologies Instead of Taxonomies .....	167
Analyst-Constructed Typologies.....	169
Typology I: 工合 Gung-Ho.....	171
Interpretation of the Gung-Ho Typology .....	172
Typology 2 ‘Lifestyle’.....	177
Interpretation .....	177
Typology 3 ‘Conventional’ .....	181

Interpretation .....	181
Typology 4 ‘Adrift’ .....	186
Interpretation .....	186
<b>Chapter VII: Relating Theories with Empirical Findings</b> .....	190
Physiological Needs Theory and Typologies .....	201
Connecting Gung-Ho Typology and Physiological Needs Theory .....	202
Connecting Lifestyle Typology and Physiological Needs Theory.....	203
Goal Theory and Typologies .....	205
Connecting Adrift Typology and Goal Theory .....	206
Connecting Conventional Typology and Goal Theory .....	207
Social Theory and Typologies.....	209
Connecting Lifestyle Typology and Social Theory .....	210
Connecting Gung-Ho Typology and Social Theory.....	211
Individual Differences Between the Typologies .....	212
<b>Chapter VIII: Conclusion</b> .....	214
Seven Areas of Work Motivation.....	215
Communication .....	216
Mobility .....	216
Engagement .....	217
Oversight .....	217
Training .....	218
Leadership: Compassion, Creditability, Creativity and Optimism .....	218
Compassion .....	219
Optimism .....	221
Credibility.....	221
Creativity .....	222
Compensation.....	222
Responses to the Research Questions .....	224
Research question one .....	224
Research question two.....	226
Research question three.....	226
Research question four .....	227
Research question five.....	228
Further Conclusions .....	228
Limitations, Propositions and Future Direction .....	230
Academic Community.....	230
Limitations.....	231
Propositions .....	233
Future Direction .....	234
<b>APPENDIX</b> .....	235

Appendix A: Interview Protocol .....235

General Questions: .....235

Appendix B: Excerpts from Interviews .....237

Appendix C: Ground Rules for the Focus Group.....280

Appendix D: Focus Groups .....281

REFERENCES:.....298

# Table of Figures

FIGURE 1: CLUSTERS OF WORK MOTIVATION (SOURCE: C. TURNBULL) .....	25
FIGURE 2: HYGIENE FACTORS (SOURCE: HERZBERG, MAUSNER, AND SNYDERMAN, 1959) .....	35
FIGURE 3: PATH GOAL THEORY (SOURCE: PORTER AND LAWLER, 1968) .....	48
FIGURE 4: PYRAMID (SOURCE: MASLOW, 1943).....	53
FIGURE 5: SDT MODEL (SOURCE: DECI AND RYAN, 2000) .....	63
FIGURE 6: THEORETICAL PATH FIGURE (SOURCE: C. TURNBULL) .....	65
FIGURE 7: PHENOMENOLOGY CONCEPTS (ADAPTED FROM VAN MANEN, 1990).....	81
FIGURE 8: FOUR IDEAL TYPES (SOURCE: SCHÜTZ, 1970).....	94
FIGURE 9: QUALITATIVE FEATURES IN RESEARCH STUDY (SOURCE: C. TURNBULL) .....	100
FIGURE 10: RESEARCH PROCESS (SOURCE: C. TURNBULL) .....	113
FIGURE 11: TRIANGULATION METHOD (SOURCE: C. TURNBULL).....	116
FIGURE 12: TABLE OF INTERVIEWEES (SOURCE: C. TURNBULL) .....	121
FIGURE 13: THE STAGES OF THE EMPIRICAL COLLECTION (SOURCE: C. TURNBULL).....	127
FIGURE 14: TABLE OF MEMBERS OF THE FOCUS GROUP (SOURCE: C. TURNBULL) .....	130
FIGURE 15: PIE CHART PLACE OF ORIGIN (SOURCE: C. TURNBULL) .....	131
FIGURE 16: PIE CHART OF GENDERS (SOURCE: C. TURNBULL) .....	132
FIGURE 17: EVALUATING GROUNDED THEORY (ADOPTED FROM CHARMAZ, 2006) .....	139
FIGURE 18: OPEN CODES (SOURCE: C. TURNBULL) .....	144
FIGURE 19: DATA ANALYZING PROCESS (SOURCE: C. TURNBULL) .....	161
FIGURE 20: CATEGORIES (SOURCE: C. TURNBULL) .....	162
FIGURE 21: PATHS TOWARDS WORK (SOURCE: C. TURNBULL).....	164
FIGURE 22: DESCRIPTIONS OF TYPOLOGIES (SOURCE: C. TURNBULL) .....	170
FIGURE 23: THEORIES AND TYPOLOGIES (SOURCE: C. TURNBULL) .....	191
FIGURE 24 RESPONSE THEORIES WITH CONVENTIONAL AND LIFESTYLE TYPOLOGIES (SOURCE: C. TURNBULL) .....	192
FIGURE 25 DRIVE & INSTINCTS THEORIES AND CONVENTIONAL AND GUNG-HO TYPOLOGIES (SOURCE: C. TURNBULL).....	196
FIGURE 26: PHYSIOLOGICAL NEEDS THEORY AND GUNG-HO AND LIFESTYLE TYPE (SOURCE: C. TURNBULL) .....	201
FIGURE 27: GOAL THEORY AND CONVENTIONAL AND ADRIFT TYPOLOGIES (SOURCE: C. TURNBULL).....	205
FIGURE 28: SOCIAL THEORIES AND GUNG-HO AND LIFESTYLE TYPOLOGIES (SOURCE: C. TURNBULL).....	209
FIGURE 29: DIFFERENCES AMONGST THE TYPOLOGIES (SOURCE: C. TURNBULL) .....	213





# Chapter I: Introduction to Work Motivation

*Within a grand strategy all manner of tactical errors may be made, and indeed, are inevitable, but can be corrected as long as the strategic vision remains true and focused (Patton, 2002).*

## Introduction

Conventional wisdom in business circles holds that a corporation will make significant investments in time and financial resources in recruiting graduates from universities and colleges around the world. These organizations continue to invest in training and developing new hires for management positions. However, there has been a growing concern in the past few years about retention rates and the motivation factors with regard to graduating business students entering the workforce. As the business world changes and embraces the 21<sup>st</sup> century, (Miner, 1978, 1993; Latham and Pinder, 2005), in their works, concluded that work motivation continues to hold a significant position in scholarly research. The author of this thesis feels that work motivation and behavior towards work are increasingly becoming crucial as the workforce replaces the older workers with new, younger employees coming out of business school. Future workers who are about to enter the workforce from business schools are naturally going to be different than the current workers in the organization, and as the employees are replaced by the future hires, a call is needed to understand the constructs of their motivation and the different types of workers entering positions in the workforce. There are differences in their age, their education and their motivation that differ from the existing workers, but there will be differences among the new graduates and what motivates them as well.

In the field of managerial science, if one wishes to construct with the purpose of enhanced usefulness in practice, it would be best to look to motivation theories for an appropriate model for these future new workers (Miner, 2002). At any given point in time, people vary in the extent to which they are willing to direct their energies towards the attainment of organizational objectives. (Piktialis, 2004) suggested corporate leaders need to incorporate

an increased awareness of the inherent differences in work ethics that exist within the new influx of future business graduates in order to successfully motivate and retain a skilled workforce. Every generation is distinctively influenced by its own place in history, and this seminal influence has lasting effects and brings something new and important to the workforce. That is why it is so important for high-level managers and executives to understand, respect and regularly address differences in the types of workers that are becoming part of the workplace and the company. The task ahead is often contemplated by many organizations as they struggle and realize the problems and challenges that come with today's new entrants from business schools.

Charles Golvin, principal analyst at Forrester Research said that business students who are entering the workforce ages 18-28 are the audience companies are most struggling to understand—a key issue due to their importance. Questions are constantly circulating amongst recruiters, managers and career service professionals at the university level: Who are they? What makes them tick? How do we recruit them—and more importantly—how do we retain them? So what will motivate the new workers? A number of scholars have concluded that many established models of motivation are basically incorrect (Locke and Henne, 1986). Established models lack variables that can stand up to testing. Most research concluded that the theories on work motivation are watered down to the point where they are applicable to almost anything (Klein, 1989; Landy and Becker, 1987) when it comes to dealing with work motivation.

The work motivation of students coming out of business schools is not new, but recently (Leonard et al., 1999) 'There is a growing realization that traditional models of motivation do not explain the diversity of behavior found in different types of employees inside an organizational settings' (p. 969). In addition, past theories are too simplistic, too segmented in an individual field or too 'meta' vexing to address these problems. The concept of motivation, a rather elusive term, requires an approach that must be flexible and pragmatic in terms of the research. The research study will be drawing upon a core group of literature from the established fields that involve managerial science and phenomenology.

## Background on Motivation

The background of motivation is complex, diverse and rich in text and thought. The focus on the background will focus on a few of the better-known authors that have an effect on the direction of the research study. Historically, the conception of motivation had its origins in the ancient Greek principle of hedonism, which assumes that behavior is directed toward pleasure. John Stuart Mill, the British philosopher, had views on the concept of motivation. He had the common belief that has shaped the way the workingman has viewed capitalism—from the start of the industrial revolution until present day. Inside British factories during the industrial revolution, the argument about wages earned caused Mill to view the compensation system as unjust for the workingman.

David Ricardo, the 18<sup>th</sup> century economist, who is more famously known for his *Essay on the Influence of a Low Price of Corn on the Profits of Stock*, which is better known as the law of Diminishing Returns, held that, in the long run, profits would tend to diminish and that the formation of new capital would thereby come to an end. The reference to Mills and Ricardo and their views on motivation are extremely relevant; whereas, the focus of money and making profits does come at a cost to society. Given the changing atmosphere of the world, the state of financial markets and the near collapse of the world's biggest banking intuitions, Mills' words are more important than ever and ring true today more than when they were written more than 130 years ago. Hedonism is often a key concept in Mills' writings, which take a firm hold in the historical references of motivation.

The concept of hedonism is not the central theme of the research project; however, it finds its way into the modern thought in light of recent developments and so shall be discussed in an historical perspective as it has changed some perceptions in the recent industrial world. Inside all motivation theories, there are aspects of hedonism that are unavoidable. Sigmund Freud also based his theories on hedonism. However, motivation is a slippery slope and hedonistic positions cannot solve all the answers to the questions posed regarding work motivation. Vroom, (1964) pointed out that hedonism has its problems. In the foundation of

behavior, 'there is no doctrine no clear cut specification of the types of events that were pleasurable or painful, or even how these events could be determined for a particular individual; nor did it make it clear how persons acquired their conceptions of ways of attaining pleasure and pain or how the sources of pleasure and pain might be modified by experience' (p. 11). This opens the door for psychologists to direct their research efforts to finding the missing empirical content in hedonism.

The quest is to take the philosophers' ideas to the 'examination room' to find a testable psychological theory in the shining light that psychologists have been following. There was and still is a split that exists. On one side of the table sits the 'Learning' or 'Behaviorist' camp, and on the second sits the 'Law of Effect' or cognitive (Thorndike, 1928; Tolman, 1932; Lewin, 1938; Hull, 1943; Vroom, 1964), which sprung out as an outcome of taking the philosophers' way of thinking into the modern era.

The two camps are important to discuss and will be explored in the literature review using theories from Thorndike up to the most modern ideas such as social determination theory. The key to reviewing the works is to build a foundation that can be explored, interpreted and eventually analyzed from a methodological perspective. Having a core understanding of the different theories from the past to the present will cover a good deal of theories in psychology and managerial science that will be applied to the research.

## **Motivation in the Work Place**

The author of this thesis feels that motivation encompasses the best and worst of human beings. It has been discussed from ancient times to biblical parables, from philosophers, to psychologists, managers to the news pundits. Motivation can be discussed from any position and from any direction. The topic of work motivation can be discussed from any angle by anyone. However, the lack of understanding and interpretation of the individual is often lacking in the discussion. The topic can be simply discussed. For example, the author imagines watching a group of young adults of the same age performing the same job. For argument's sake, let us say that this group of young adults is waiting tables at a busy

restaurant. You would undoubtedly note that some of the waiters and waitresses are faster, more personable and just plain better at the work than others. Some waiters and waitresses would excel at dashing from the kitchen while carrying heavy dishes, clearing tables and taking care of the customers in a fast and orderly fashion.

Society tends to place people into categories or types. In the example above, people might categorize the different waiters and waitresses. One might be deemed the 'speedster', another might be the 'talker' and there's undoubtedly going to be the 'lazy' one. Placing the waitstaff into categories can better help management try and figure out how to motivate the employee to be a better waiter, waitress or employee.

Case in point, if a researcher wanted to perform a statistical (quantitative) analysis to better understand the types of waiters that work inside the restaurant, the researcher could imagine finding that the best person in each group is contributing two or three times more efficiently than the less contributing. Observation draws on three fields of thought. The first comes from the psychological aspect, the second from the managerial aspect and the third from a pragmatic, philosophical point of view. The larger question examines the causes that these differences have in performance. Measuring does nothing except provide data on something that is obvious, but understanding the phenomenon of why a person in a restaurant is more ambitious and efficient is truly worth knowing.

The scenario is simple: It is an example that demonstrates different types of approaches in managerial science to alleviate the symptoms of lack of motivation. Much like the effect that over-the-counter cold medicine has on the common cold. Symptoms are different for every person, and the same medicine might offer relief for one person's cough and another's sore throat. The point is that the cold remedy reacts differently for each person, combating their specific symptoms. It's not a cure-all. The same is true for motivation. Abilities and skills come to play during the employee selection process. Taylor and Collins (2000) have noted that recruitment is truly the centerpiece of a strategic human resource plan. As the organization attracts more qualified young applicants, the selection of candidates becomes

more well-rounded and diverse. If this is done correctly, the organization has the potential to gain a considerable advantage on its competitors.

There will come a time when these new recruits fresh from business schools will need an injection of motivation. Figuring out which type of business student an organization hired will go a long way in helping with motivation efforts. The focus on different types of business students will be a crucial element of the research study. Having a basic understanding of the different types of business students entering the workforce will better prepare the manager. Before the organization even hires an employee, an effort should be made to match the needs of the organization with the right type of employee (Grant, 2007). It must be a match from the employee aspect and from the employer's point of view; otherwise, it will be a waste of time and money.

Matching appropriate employable skills is the key to the selection process. At the very least, the selection process entails a resume screening and perhaps an interview beyond that. But how do organizations even attract potential candidates in the first place? Weitz, (1956) commented that companies should not be overly positive with the description of the job and retention would be higher in the end. The job preview aspect of human resources is closely associated with other research (Wanous 1973, 1980) and in later follow-up work (Premack and Wanous, 1985). The pair concluded that providing an applicant with an exact job description would enable the applicant to make a more informed decision about the job; thus, leading to less turnover and a better performance by the applicant.

Another solution: Train workers to perform new skills for the job they currently hold. In a large number of studies that deal with this idea of educating and training employees, positive effects have been noted in workforce entries. Such studies include: Hannan et al., (1997); Shavit and Muller, (1998); Muller and Gangl ( 2003). According to Thurow, (1975), this on-the-job training can be considered a way of acquiring the knowledge and skills required to perform a job adequately and is a key component to a successful organization. The initial step of checking the educational background is often only used as a 'screening device' to judge the workers' trainability, while the enhancement of productive skills takes

place by means of specific enterprise-related training (Grip and Maarten, 2006). This technique will help match the right employee with the job.

The third approach would be to design jobs according to a person's skill set, but this has limitations due to the simple fact that you cannot possibly design every job to fit the skills of each individual worker. All three techniques, however, are used to find employees, retain employees and match employees to the appropriate position.

Consider the waitstaff from the example above. Let's look at just one waiter. That waiter applied for the job with the basic curriculum vitae, and he had a basic education and the necessary skills to become a waiter. There was a selection process to screen the applicants and hire the most qualified candidates. Conceivably, the waiter had prior waitstaff experience or would be trained on the job.

How does the restaurant keep the waiter motivated? Looking at performance differentials can help organizations improve the job performances of its employees. This new approach hints at the differences in the person's motivation. The work role and the nature of work motivation are problematic for many conventional theories that reduce work motivation to one or two specific influences. There have been many different managerial practices to improve a worker's performance: incentive pay, changes in the daily job, benefit plans, leadership training, among others. The author of this thesis has found that these practices do have a positive effect on improving poor work performance. However, these practices neglect to understand the employee or interpret the meanings that the employee gives to his work motivation.

## **Complexities of Motivation**

The job performance of an employee at work has been shown repeatedly to be an aspect of both their capacity to work and their motivation towards work. The two concepts have their own literature and are explicated in a myriad of disciplines, ranging from evolutionary biology to the different branches of psychology, from modern social sciences to managerial



sciences. Yet work motivation researchers must 'confront the vexing questions about the interrelationships among these variables' (Selden and Brewer, 2000, p. 532). Researchers have spent years developing theories, but there has been an elusive gap. Katzell and Thompson, (1990) point out in their research paper that various theories typically explain less than 20 percent of the variance in work output, and given the time and resources spent on empirical research on the subject of motivation (Pinder, 1984) concludes that progress has been extremely slow and has yet to yield anything significant to modern managerial science.

The issue at hand is complex and deals with understanding and interpreting people and trying to interpret people's behavior in a theoretical framework, which is a great challenge for researchers to prove in the business world. Twenty-five years ago, the research on work motivation was being questioned by scholars (Pinder, 1984; Landy and Becker, 1987), all of whom comment that it is difficult to propose a meta-theory that refers to an all-inclusive theoretical framework that incorporates existing research. More recently, the call has been answered by trying to link certain aspects of work motivation together (Leonard et al., 1999; Seldem and Brewer, 2000) in an all-encompassing meta-theory, which adds to research in work motivation. These meta-theories have a very broad focus when applied to the work motivation; the meta-theory covers more than one aspect of a certain population or a segment of the workforce and tends to be too encompassing for the theories to work in a practical sense.

Work motivation is within the realm of two fields of science: organizational behavior and psychology. Both sciences occupy a niche in which the processes that cause initiation, direction, intensity and persistence of behavior can be found (Pinder, 1984). Klein, (1989) sees motivation in the research genre, where it appears to be a splintered and perplexing array of theories, few with overwhelming empirical support and most with unresolved theoretical framework. Ambiguities exist regarding a clear definition of motivation. Prior works have relevance; therefore, a broad definition of motivation may be agreed upon as a set of psychological processes that direct, energize and sustain action. Several scholars have made mention of motivation in their research (Mitchell and Daniels, 2003; Donovan, 2001;

Katzell and Thompson, 1990). However, the difference arises within the literature and the definition because this research must be clear due to the complexity of the literature and the vast direction one can go with motivation. At this point, the focus is not the broad field of motivation per se, but it is work motivation, which focuses on the motivation one gives towards work.

The definition of work motivation is defined (Pinder, 1998) as ‘a set of energetic forces that originate both within as well as beyond an individual’s being to initiate work-related behavior and to determine its form, direction, intensity and duration’ (p. 11). Actions and forces are the focus point as they relate to work motivation and to the work role. The definition accurately pinpoints the research project’s goals and scope.

## **Holistic Vision**

As stated before, the literature cuts across several fields in science; therefore, the research and the literature will examine the work motivation phenomenon from a rather wide perspective. The process of work motivation, when dissected and analyzed from the holistic point of view of taking different aspects of managerial science and different methods of interpretation, looks for meanings. The focus is to reduce concepts, theories and philosophies when viewing the techniques of the manager and their ability to deal with business students who are the future the workforce.

In his book, Deutscher, (1973) comments that ‘we knew that human behavior was rarely if ever directly influenced or explained by an isolated variable, we knew that it was impossible to assume that any set of such variables was additive (with or without weighting), we knew that the complex mathematics of the interaction among any set of variables, was incomprehensible to us. In effect, although we knew they did not exist, we define them into being (p. 33)’. Patton, (1987) relates the idea of not isolating one aspect of research and uses the example of Copernicus taking a stand and not isolating the research into one element. Along the same lines, the modern philosopher Kuhn, (1970) states, ‘it is as though an artist were to gather the hands, feet, head and other members for his images from diverse models,

each part excellently drawn, but not related to a single body, and since they in no way match each other, the result would be monster rather than man' (p. 83). The purpose of a holistic approach is to avoid creating an evaluation monster of isolated, unrelated and out-of-context parts (Patton, 1987). Therefore, close attention is being paid to elements that aide in developing a dynamic new theory. Agreeing with (Paton, 1987; Kuhn, 1970; Deutscher, 1973), the author of this thesis assumes that research needs to evaluate different fields and opinions in order to create and build on other theories, the core of scholarly work.

## **Proposed Significance of the Study of Business Students**

While theories of leadership and personality have continued to develop and expand, the investigation of work motivation appears stagnant in current managerial literature and research performed by scholars (Humphreys and Einstein, 2004). There is even less scholarly research on business students who are about to enter the workforce (Smith, 2008). The research that is currently out there does not focus on current business students who will enter the work force and their motivation towards work.

In the past two or three years, the growing concern with new hires has reached several business firms. One of the more well know firms, Deloitte, was concerned by the high turnover of its youngest employees, so it asked W. Stanton Smith, to find out more about what attracts them to and keeps them in a job. W. Stanton Smith, who is the national director of talent for Deloitte states that 'through research and observation, we know that employees of all ages would like a little help when it comes to their careers and what comes next especially the new hires. We are beginning to identify different types of employees and trying to see how we can offer career guidance. At Deloitte we are also finding that this is better when done at the beginning of their careers. Our talent wanted to know their options for different moves inside the company, but through research we discovered that our young employees do not trust their supervisors in being objective' (Deloitte, 2008). Deloitte is in the process of understanding their employees and problems with trust and job movement are being addressed.

His research reveals that the turnover rates of new hires, all of whom had recently graduated from business schools, takes place when young workers see no other choice in their career. Mr. Smith states, 'People would rather stay at one company and grow, but they don't think they can do that,' he says. 'Two-thirds of the people who left Deloitte left to do something they could have done with us, but we made it difficult for them to transition.' Mr. Smith, who is now working on policies in recruiting and retaining new business students as national director of next-generation initiatives, created programs at Deloitte that focus on helping people figure out their next career move. Smith estimates that when a recently hired employee leaves, it can cost the company roughly \$150,000. This does not take into consideration the psychological effect it has on the employee and their financial loss.

In another recent study conducted by Universum (Ferri, 2007), a company that focuses on providing information for Fortune 500 companies on new recruits from business schools, for employment. One of its studies showed that companies are losing more than one-third of their new hires within three years. The cost of replacing a recent hire in the financial industry is higher than the average employee. The training costs averaged nearly \$10,000 a head, which can add up quickly when you're hiring more than 1,000 business graduates each year. Universum surveyed more than 17,000 business undergraduates this year, and they found that most important to new graduates was being able to maintain their personal life, professional life came second and building a sound financial base ranked a very distant third. One of the main reasons these young employees gave for ranking these factors the way they did was what older generations have thrived on: the perpetual work day. More research still needs to be done however, on the specific causes of high turnover rates and what motivates these individuals to work. The business community struggles with these issues. This type of investigation has not been done and will be beneficial to the business community and the academic world alike.

To pinpoint the research, the topic of work motivation is a natural fit. Deloitte has already illustrated that this research was necessary for their future recruitment strategies, and other companies, such as Deloitte, Goldman Sachs and Merck, a pharmaceutical firm, are following suit. Merck announced a turnover rate increase of its staff from 10.6 percent in

2005 to 17.6 percent in 2008 (Merck, Sharp and Dohme, 2009). The majority of this turnover was their new-hire employees.

Mrs. Baggie, a partner at Goldman Sachs's New York office, explained that she has learned that opening a line of communication among managers and new hires can mean less turnover and better employees for the company (Baggie, 2010). It was a learning experience though. A couple of years ago, Goldman Sachs was having a problem retaining their new hires. The problem, Mrs. Baggie discovered, was that the company was recruiting the wrong fits for the positions. Goldman Sachs was actively recruiting general business students, when they should have been seeking out business students of a certain type that could handle the stresses of Goldman. Those with more concern for their social life and free time would, of course, not last. Mrs. Baggie now understands the importance of identifying types and ways to motivate that type early on (Baggie, 2010). The Goldman story is just one story in the corporate world, but it accurately depicts the need for the business world to better understand the types of current business students and the reasons for their entry into the workforce. The Goldman Sachs example is among a host of others and solidifies the need for this research. The results provide information that Goldman and other companies are looking for to better help in areas of work motivation, retention and recruitment.

Focusing on the business student will provide a narrower scope for the investigation and help the business community discover these nuances in motivation. In recent years, companies have expressed the importance of understanding work motivation among current and future business graduates (Latham and Pinder, 2005). In the academic community, Loughlin and Barling, (2001) cited two factors that furnish this deficiency of research on recent graduates in general: (a) The tendency to study established workers in larger organizations, rather than new workers who may only be employed part time, and (b) the fact that research has focused on family influences and not work-related, lifestyle or worldly influences of this segment of the population.

In addition to discovering that the company's new hires were motivated mostly by being able to maintain a balance of personal over professional life, the Deloitte research also

concluded that when employees work on projects in teams, there is greater opportunity to leverage the best qualities of each generation. The group work inside Deloitte allows young people to learn how to be professional as well as business leaders. The young associates in Deloitte's structure also provide a teaching opportunity to train others how to use technology in different applications. Studying current business students before they enter the ranks of a Deloitte or Goldman will allow companies to avoid some difficulties in motivation once they are hired. Mr. Stanton explained several noticeable differences among the newest hires from business schools and their supervisors. According to Mr. Stanton, new hires do not understand traditional business models and they have trust issues with management. Managers now face employees that have a variety of needs to stay motivated and productive, but understanding and catering—to a certain degree—to these needs can make a positive difference.

The research study would add to the void in the current research, which has focused just on certain generations in the workforce: Generation X and baby boomers. The current crop of business students about to enter the workforce has been neglected when it comes to research (Smith, 2008). Research has looked at this new generation of employees as just that, one large group. Research has been done, but it collectively looks at business graduates, engineers and artists. Clearly, there are differences among artists, engineers and business graduates (Humphreys and Einstein, 2004). However, research does not focus on each field only on the current business student

A review of recent organizational behavior and business textbooks by (Humphreys and Einstein, 2004), alludes to the fact that many well-written organizational behavior textbooks: George and Jones, (2002); Luthans, (2002); Robbins, (2003) would indicate that there has been little progress in the realm of work motivation since Porter and Lawler, (1968), which is a refinement and extension of Vroom, (1964) and his theory on the topic of work motivation. While the study of work motivation has certainly enhanced our knowledge, Leonard et al., (1999) describes a problem within the field of motivation, 'What we have is a variety of motivation theories with no unifying theme which create conceptual clutter for researchers and confusion among practitioners who try to apply them to work

settings' (p. 969). Work motivation, as pointed out Leonard et al., (1999) also comes to the conclusion that work motivation is cluttered and when you take the research and apply it to the practitioners, it becomes an academic mess inside a business world and generally gets disregarded. The exit surveys from Deloitte show that two thirds of the young talent that left went to another employer to do something they could have done with Deloitte. An interesting point noted: When the young associates were leaving, they stated that they believe that changing jobs within Deloitte was too risky or painful to be a viable option. Mr. Stanton states 'the value to Deloitte (or any employer, for that matter) of actively and effectively meeting the key expectations of talent is, as they say, priceless' (Smith, 2008). It has been stated that the differences in attitudes between this group of new recruits and current supervisory staff and clients is so profound that 'business, as it is currently conducted, will never be the same again' (Smith, 2008).

## **Outline of Work Motivation**

There are many aspects that have yet to be explored, and there are many other alternative ways of characterizing and organizing what is known about the relationship between workers and their motivation (Vroom, 1970). Having a better understanding of the new workforce will lead to more productive firms. This was concluded 80 years ago (Mannheim, 1929). Organizations that identify the values, attitudes and beliefs create an asset within their rank and file employees (Drucker, 1992). Drucker, (1992) is credited with saying, 'All organizations now say routinely that people are our greatest assets, yet few practice what they preach, let alone truly believe it'. This approach to management is straightforward: Management needs to realize the potential of the employees (Drucker, 2001).

The sheer complexity of information on the topic of work motivation is problematic and daunting, yet it is fascinating and intriguing at the same time. It is often mused about in academic circles that the more you know about the literature, the less you know about the literature. Inside the field of work motivation, scholars from psychology and managerial sciences have lumped together concepts, such as goals, performances, group dynamics, rewards, personality, attitudes, job satisfaction, job attributes, job design and other concepts

that fall under the umbrella of work motivation. The literature review will delve into these subjects more completely. Porter and Lawler, (1968) built a theory based on a foundation already in place (Vroom, 1964). It generated a good deal of attention and interest from all angles of work motivation. Theories of intrinsic and extrinsic motivation, along with the research on social cognition (Deci, 1971, 1972a, 1972b, 1975, 1992) are to be noted as a major foundation on the topic.

The core of work motivation deals with an individual's behavior as a function; whereas, the behavior is instrumental in the attainment of some outcomes, and the evaluation of these outcomes are quantified (Vroom, 1964). As the work role changes and becomes more dynamic by incoming personnel, changes are occurring in organizations. Differences from skills, attitudes and values of the incoming business students are inherently different from the existing employees (Loughlin and Barling, 2001). These future graduates, who are leaving business schools and entering the workforce, do not know a world without technology, for instance. They possess the latest skills in managerial science, and they have the ability to learn and process technology more quickly than the workers they are replacing. In addition, these current students have had a great deal of exposure to an assortment of cultures within their learning environment as education has become as global as the marketplace. Recruiters are aware that today's business student is not lacking an understanding of languages or computer skills. Recruiters are interested in what motivates these students to work—and stay with a company (Martin and Tulgan, 2001; Meredith et al., 2002). The debate is not focused on a lack of intellect or the capabilities of current students; the focus is on unleashing their potential once they are employed.

## **Work Motivation Theories**

The workplace was first researched on a large scale by academics and was greatly influenced by the research conducted at the Hawthorne plant of Western Electric Company in the 1930s (Roethlisberger and Dickson, 1939). Supervised under Elton Mayo of Harvard Business School, these studies are regarded as the first systematic effort to understand work motivation. The studies established new ways of managing the work place and provided a



step forward in creating interests in the field of managerial science (Deci, 1992). Coincidentally, another important turning point in work motivation was happening at the same point in time. Henry Murray, a psychology professor also at Harvard, wrote his classic text on personality (Murray, 1938). That was the predecessor to works on the comparable trends that can be observed in psychoanalytic ego and psychology (White, 1959). From there, came the first research on what makes a good manager (McClelland and Burnham, 1976).

Murray and Mayo come from two different worlds, but from the same educational intuition. Harvard had a direct impact on the future of applied psychologists and managerial scientists. Both played great parts in laying the groundwork for motivation in the workplace. In the beginning, research focused on the clarification of concepts in motivation, group work and learning (Maslow, 1943; Lewin, 1938). Following Mayo, works questioned the ability of an organization to meet the needs of its employees while remaining competitive (Argyris, 1958; 1964). In his career as a scholar, Argyris tried to discover how people and organizations can develop. He stressed the human development aspect of organizational change and discussed the psychological dynamics that interfere with what he terms the double loop, learning by organizational members (Argyris, 1983). In the middle of Argyris' work, there was a professor at the nearby Massachusetts Institute of Technology (MIT) named Douglas McGregor, who was working on a similar topic. McGregor's work had an impact on educational practices, and he asserted that the role of the organizational environment is critical in determining effectiveness as well as utilizing a worker's potential. McGregor states 'that the industry, the economic organ of society has the fundamental know-how to utilize physical science and technology for the material benefit of mankind (McGregor, 1960). Inside of this economic engine, or better yet the power plant that drives the economy in most western economies, we must now learn how to utilize the social sciences to make human organizations truly effective' (p. 1). These topics of social sciences were elaborated on (Bennis, 1966; Likert, 1967). Each added to the improvement of work motivation within the scope of social science.

McGregor, who is one of the leaders in the field of work motivation, concludes that social science plays an important role in work motivation. He fully realized 'that many people agree in principle with such statements; but so far they represent a pious hope and little else (McGregor, 1960). Consider me (McGregor), if you will something of what may be involved when we attempt to transform the hope into reality' (p. 24). The idea of social sciences is not a new concept. It is, however, an underdeveloped one. Change has occurred, but at present, nothing radical.

### **Work Motivation's Choices**

Motivation deals with choices made by a person among alternative forms of voluntary activity. Choices, variables and interrelationships among people are not new concepts. These can be found in biblical writings. Some of the most famous choices that stem from motivation include the story of Adam and Eve and the betrayal of Jesus (Judas). These historical figures all had choices stemming from personal motivation. They made choices based on their interpretations and understandings. Modern day research still focuses on choices and the important part these choices play in motivation. Three phenomena deal with the interrelationship of work and motivation variables Vroom, (1964):

1. The choices made by persons among work roles
2. The extent of their satisfaction with their chosen work roles
3. The level of their performance or effectiveness in their chosen work roles.

The function of these phenomena, in part, functions as a relationship between motives of persons and the actual or cognized properties of work roles (Vroom, 1964). The interest of work role lies in both the managerial and the psychological interests, namely the reasons for the choices and how the manager influences these choices and overall performance.

Motivation is an omnipresent term. By exploring people's motivation processes, we gain a fuller understanding of human beings while accumulating information that is relevant both

to changing their behavior and to creating the circumstances within which they will change their own behavior or choices.

The range of choices, specifically occupational choices in the modern global economy, has greatly expanded with the work pool's level of education. According to the author, the latitude of choices for a business student about to entering the workforce is vast. To have these choices, the economy needs to be in the developed stages, and the economy needs to provide mobility for the business student. In the past, it would have been very common for a farmer's son to be a farmer, and the coal miner's son to become a miner. In the case of a less developed economy, the choices are severely limited. The choice of occupation in large, developed societies has more choices than less developed economies. In the past, the decision was male dominated but now it is balanced rightfully to include females.

Occupational choices do not fall squarely on the shoulders of the person, but on society and, more specifically, on the industry and organization to recruit personnel for the jobs.

Occupational choices can be beneficial to three parties: the individual, the organization and society as a whole.

Motivation, in the managerial realm, normally pertains to the organization and its employees. Motivation can be associated with choice behavior (House and Wahba, 1972). Motivation has its roots deep within psychology, and the classical theories of the past will be explored more deeply in the literature review to give a better understanding of theories, including expectancy-valence theory of motivation (Vroom, 1964), the model of intrinsic and extrinsic work motivation (Porter and Lawler, 1968) and the theory of self determination (Deci, 1985). Porter and Lawler (1968) concluded that intrinsic motivation involves people doing an activity because they find the activity interesting and derive spontaneous satisfaction from the act. They make a distinction between extrinsic and intrinsic motivation by stating the act requires some separable consequences, such as tangible or verbal rewards.

Since the now famous Hawthorne studies, motivation has been a focus of managerial sciences and the workplace (Roethlisberger and Dickson, 1939). The term motivation 'has

its roots from the Latin word for movement, *movere*' (Steers, Mowday and Shapiro, 2004). The relevance for the managerial science as it pertains to motivation is captured in this equation: 'job performance = ability  $\times$  motivation' (Vroom, 1964). This fundamental equation explains why motivation is so important in the field of managerial science and more specifically in human resource management and organizational behavior (Latham, 2007). Often is the case when complex subjects need to be defined more in depth. In this case, motivation is simply too general a term and needs to be honed into a specific category, such as work and how it is applied to motivation. One definition of work motivation, 'is a set of energetic forces that originate both within as well as beyond an individual's being to initiate work-related behavior and to determine its form, direction, intensity and duration' (Pinder, 1998, p. 11). There are other definitions: 'Motivation is a psychological process resulting from the interaction between the individual and the environment' (Latham and Pinder, 2005). Psychological processes and behavior are two related themes that generally repeat themselves in the discussion of motivation. Part of the research study will focus on those topics and intertwine them with business students who are about to emerge into the workforce.

The literature background of the research study on the topic of work motivation takes into account, three major fields: philosophy, to have a better understanding of interpretation; psychology, to have the insight of theories of work motivation; and managerial science, to grasp the application of these theories within managerial practices. The literature reviews in Chapter II clearly outline the major theories in motivation as they relate to work. The following chapters provide background and justifications for the methods used in the research and establish a clear line of thought with regard to the philosophical perspective of the research project. The question of what motivates a person is not a simple question, and there is not a blanket response to all situations or to all future employees. The focus of work motivation covers the employee inside the organization as demonstrated in the studies cited in the previous section. For this research, the focus will be placed on understanding, interpreting and looking for meanings behind business students' work motivation. The foundation of the theoretical aspects of the research will be covered in the literature review.

## **Chapter II: Literature Review**

### **Introduction to the Literature**

The literature being reviewed represents a melding of psychology and management theories. The literature highlights research psychology in order to explore motivational process in the work environment. It could be looked at in both settings: one leaning towards social psychology within an organization and the second, human behavior in organizations. In both settings, the phenomenon of work motivation plays an important part in managerial science. The review relies on contemporary research journals, books and research studies. Classic texts and theories are not only of historical significance but also represent viewpoints that continue to be pertinent today. The review covers a wide range of concepts and follows the path of providing a wide spectrum of information on the topic of motivation. There are two traditional underlying themes on work motivation and the review covers them. One part of the literature will try to establish a base that draws the reader to a better understanding of human behavior with a focus on goal theory (Vroom, 1964; Latham and Yuki, 1975). The second conclusion that will be drawn from the literature is the implication that management practices exist to shape human behavior (Deci, 1975; White, 1959).

The concept of motivation will focus on the ambiguous term ‘work’. The term work, when discussed in science classes, refers to the amount of energy transferred by a force, and it can be measured with International System of Units (SI) units of joules. In everyday language and in the field of industrial psychology, work is more commonly referred to as a job. To expand on the term job from the managerial sciences genre, the term ‘work role’ is used in lieu of the colloquial term ‘job’ and defines the term as ‘a set of functions to be performed by a role occupant, the performance which contributes to the production of goods and services’ (Vroom and Deci, 1970, p. 6). Work roles are key concepts in motivation. All work roles provide monetary incentives; some work roles provide more than others. Work roles differ not only in money, but status and social interaction. These differences are exceedingly important for the manager or the researcher to consider when evaluating an

employee's satisfaction, lifestyle and their performance. There are many different motivational aspects to explore in the workplace (Vroom, 1964). There are three possible approaches to analyze workplace motivation (Vroom and Deci, 1970). They claim that the more you reward a person with pay or praise, the more they effectively perform their job and the more likelihood of increasing loyalty towards the organization and productivity.

## **Framework of the Literature Review**

The framework of the literature will place major theories of work motivation into five main clusters. The current literature pertaining to motivation is grouped into five major fields of motivation or the five clusters (Vroom and Deci, 1970). Later, an element of philosophy will be reviewed for interpretation purposes. Five clusters are grouped around concepts: responses, physiological needs, goals and psychological needs. Social forces influence the fifth behavior. With that said, the literature will highlight the main topics, but each cluster has an important and very distinct relevance to work motivation. A review of motivation, as it applies to work motivation, will focus on the literature from the 20<sup>th</sup> and 21<sup>st</sup> centuries that relates to psychology, managerial sciences and philosophical interpretation. A wide array of books and journals on management and psychological ideas and theories laid the foundation for modern day managerial thinking, specifically, on the subject of workplace motivation.

The abundance of information and the interpretation from several academic fields is perplexing and leads to the creation of a clustering system, where there are ample subdivisions within each discipline. Psychology, for example, has the traditions of cognition, motivation and attitudes, each with its own taxonomy, structure and etiology (Steel and Konig, 2006). Managerial sciences encompass job design, job rotation goals, leadership, expectancy and several theories relating to managerial approach such as X, Y and Z as ways of dealing with work motivation. 'There is now an urgent need to tie these theories and processes together into an overall model' (Locke and Latham, 2004, p. 389). This problem starts with the number of theories and the various branches of social science that often disagree. Managerial science has been discussed in several research papers with

regard to motivation: (Barrick and Mount, 1991; Elliot and Thrash, 2002; Judge and Ilies, 2002). Each research paper touches on the different variables and outcomes that performance has on the employee and the firm.

However, the call to tie theories together is not always the main problem. The largest obstacle in researching work motivation is trying to tie the population together under theories. Locke and Latham are correct in calling for the theories to be tied together, but once they are tied together, then what? The theories need to be applied to a smaller segment of society, then to society as a whole. This will be addressed in later parts of the dissertation.

Another debate has been raging for a long time, and while reviewing the current and past literature on work motivation as it pertains to the productivity and psychological thought, it was ironic that the words of Irving Fisher, an economist, echo true today. Two schools of thought prevail: the productivity school and the psychological school, which constantly debate the subject in managerial science. 'Each sees half of the truth and wrongly infers that it disproves the existence of the other half. The illusion of their apparent incompatibility is solely due to the failure to formulate the problem literally and to count the formulas thus formulated' (Fisher, 1930, p. 312). In 1930, Fisher identified problems, problems that are still partially emblematic in research on the topic of work motivation.

The need to understand both fields of managerial science and psychology is the first step to understanding the subject of work motivation. By linking facts and research ideas from managerial sciences and psychology, 'future work should move towards the development and validation of an integrated, goal-based model of self regulation that incorporates the important components of various theories' (Donovan, 2001, p. 69). In some aspects, the future is moving in that direction, in what will be called a meta-theory of motivation. This desire reflects two fundamental challenges in motivational research. First, many traditional paradigms are inadequate for discussing or exploring many realistic and complex situations, such as people in the workplace and the differences between generations. Second, the very progress of our managerial field is being hindered by segregation (Steel and Konig, 2006). At times, segregation creates a stumbling block in research and to the researcher. Both have

been blinded by the academic idiosyncrasies at times, and the academic world gets caught in the terminology war of motivation (Steel and Konig, 2006). To stay away from the segregation, this study will not be pigeonholed in one field and instead will take an encompassing approach to the topic of work motivation.

## **Interrelationships in Motivational Research**

The business community and the academic community have a plethora of books, journals and experiments that examine an impressive array of subsidiary concepts (e.g., goal setting, task complexity, rewards, satisfaction, equity, etc.) that are linked to work motivation. To further enrich the field and the subject, these constructs have their own literature and are explicated in a myriad of disciplines ranging from evolutionary biology to the modern social sciences and business management. Yet work motivation must 'confront the vexing questions about the interrelationships among these variables' (Selden and Brewer, 2000, p. 532). There are certain ways of dealing with the different segments of the field of literature. One way is to take a look at the Gestalt theory to better understand how to interpret and understand different theories.

## **Gestalt**

The Gestalt perspective, which allows researchers a way of understanding the psychology of change, increases the impact and effectiveness of people towards work motivation. The most important psychological factor that impacts the efficiency of work performance is motivation. Motivation can be considered from the perspective of a psychological approach. This approach is a somewhat new way of attacking motivation and is analyzed: (Wertsch, 1981; Engstrom et al., 1999). The basic concept is that if the context of a cognitive task is understood, meaningful solutions will be forthcoming. Writers on the subject (Köhler, 1942; Lawton, 1982) researched the cognitive tasks of motivation.

The attempt to put together a collage of work motivation ideas has proven to be difficult task (Selden and Brewer, 2000). At times, only a panoramic view of the literature allows the research to fully grasp the totality of the subject. A holistic or Gestalt approach is one way



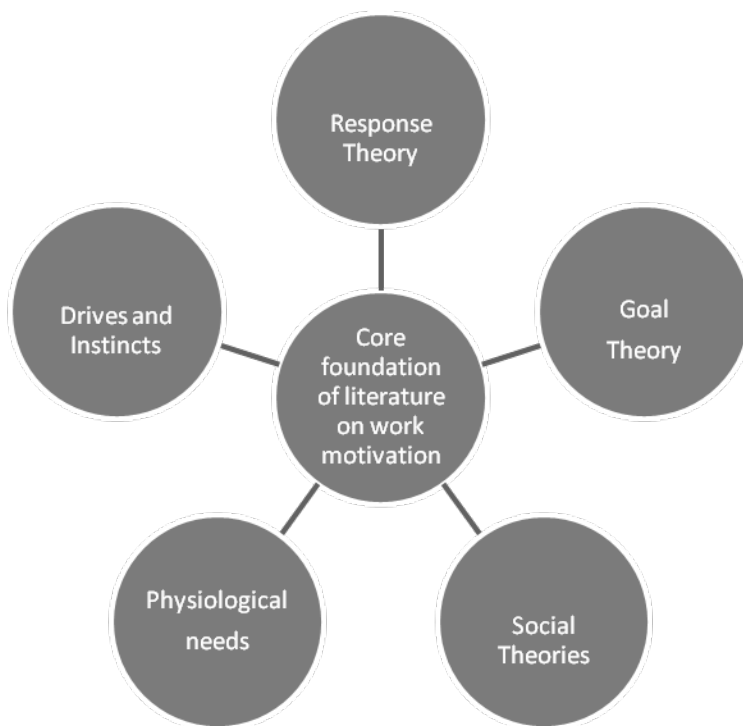
of looking at motivational thought, often mentioned as the psychological side of work motivation. Gestalt is an approach that emphasizes and acknowledges that an individual's motivation is not based on one stimulus or on one environmental factor but several (Barlow, 1981). The environmental factors are of great concern to work motivation and the theories put forth by Gestalt are worth a look in shedding some ideas on the matter that is often overlooked by academia and researchers. It allows the research to have a broad sense of the topic. 'Gestalt theory relies on individuals' perception of an environment.

The theory takes into account the affective and behavioral response' (Koffka, 1935) Kurt Koffka, who wrote *Principles of Gestalt Psychology*, which became the 'bible' for Gestalt psychologists, is generally recognized as the father of Gestalt thought. The book introduced many important concepts that state how people behave based on how they perceive the environment (behavioral) instead of how the environment actually is (geographical). The practical application of this would work to understand someone's behavior within the context of his or her environment.

The ideas of Gestalt go from the world of everyday events to that of science. Assume that in making this transition, we shall gain a deeper and more precise understanding work motivation (King and Wertheimer, 2005). Individuals pay particular attention only to those elements in the environment that satisfy their immediate needs or interests. Many factors contribute to the outcome. To follow the importance and conceptualize the concept of the Gestalt philosophy in work motivation, a comparison must be drawn. Work motivation theory will depend on three pillars: psychology, philosophy and managerial sciences. All three terms have filled books; however, when dealing with work motivation concepts, each of these three themes play a part. The concept of motivation can be viewed from many angles and discussed by several scientific fields. In order to do so, the literature has been broken down in areas that are related and relevant to the research.

## Clusters of Motivation

Often the term cluster is used in computer networking or in statistical analysis. Here, the research study has applied concepts to the literature review to better help organize the concepts in a building-block format. As mentioned, the term work motivation encompasses several fields and can be tackled from different angles. The literature review has taken five major fields of theory—response theory, goal theory, social theories, physiological needs and drives and instincts—and analyzed them using the leading authors in each field. The literature review will provide an overview to the relevant aspects of work motivation. Below is the basic diagram of how the literature was organized in five clusters that make up the core of the literature in the field. The first cluster to be uncovered in the literature review is the response theory, which deals with the science of behavior.



**Figure 1: Clusters of Work Motivation (Source: C. Turnbull)**

### Response Theory

In 1913, at Columbia University, John Broadus Watson delivered a lecture titled ‘Psychology as the Behaviorist Views It’. The lecture marked a transfer in the way generations of psychologists, ‘reared in a discipline defining

itself as the ‘science of behavior, ‘thought’ (Wozniak,

1997). This lecture would become known as the ‘behaviorist manifesto’ and Watson would become known as the ‘father of behaviorism’. Arguing in no uncertain terms that psychology should be viewed as ‘a purely objective experimental branch of natural science’ with a theoretical goal to predict the mind and not to be interested in understanding why

something happens, Watson rejected both introspection and the use of consciousness as an interpretive standard. He urged psychologists to adopt behavior as their unit of analysis, and for the next three decades, we saw the emergence of neo-behaviorism (Wozniak, 1997). Along with several published articles from classic works: (Hull, 1930, 1934, 1937; Skinner, 1931, 1932, 1938; Tolman, 1932), behaviorism moved from the outside to the inside of the academic community in psychology. At that time, American researchers had the idea that theoretical behaviorism had come to delimit psychology's questions and to define methodological behaviorism as a more rigorous science (Wozniak, 1997). It is important to mention that B. F. Skinner derived some of his writings from E. L. Thorndike's work in learning from his experiments with animals and children. Thorndike described the appeal of general experimental technique for generations of researchers (Bitterman, 1969):

It was objective: It minimized the influence of the observer...It was quantitative: The course of learning could be measured accurately in terms of the time taken for the appearance of the correct response on each trial. It was reproducible: the work of one investigator could be repeated and verified by others. It was flexible: the responses required could be varied in kind and complexity. It was natural: not too remote from the animal's ordinary course of life... (and) it was convenient: A large enough sample of animals could be studied to provide a representative picture of each of a variety of species. (Bitterman, 1969, p. 446)

In response theory, specifically in Skinner's writings, the neo-behaviorists begin to mention motivation, but it is assumed that response actions are reinforced in humans, organisms and animals. The concept of reinforcement is implicitly motivational, though Skinner did not relate reinforcement, as functionally defined to any internal condition of the organism. The question of why an organism reinforces never really gets answered. It is known only that the organism does reinforce. The action is proven, thus leaving the door open for the debate. Skinner's entire system is based on operant conditioning (Schoenfeld, 1978). The organism is in the process of 'operating' on the environment; the organism is living in the society or environment. During this 'operating phase', the organism endures a stimulus, called a reinforcing stimulus. The stimulus has the effect of increasing the operant that is the behavior occurring just before the reinforcement (Skinner, 1932). The operant, conditioning as Boeree states, that 'behavior is followed by a consequence, and the nature of the

consequence modifies the organism's tendency to repeat the behavior in the future and second, it reinforces the organism to work more effectively with, given rewards, which is tied to behavior' (Boeree, 1998). If you give rewards beforehand or independent of the action, it is proven not to be as effective as rewarding after the event has occurred (Skinner, 1938).

According to Skinner, all human behavior is the product of a process called 'operant conditioning'. All the functions we ascribe to 'Autonomous Man', which is the term used by Skinner to denote man's consciousness and distinguish it from the sensory level of an animal's consciousness, specifically reason, mind, values, concepts, thought, judgment, volition, purpose, memory, independence and self-esteem (Rand, 1985). Operant conditions are performed by a single agent called a 'reinforcer': 'When a bit of behavior is followed by a certain kind of consequence it is more likely to occur again, and this consequence having this effect is called a reinforcer. Food, for example, is a reinforcer to a hungry organism; anything the organism does that is followed by the receipt of food is more likely to be done again whenever the organism is hungry. . . Negative reinforcers are called aversive in the sense that they are the things organisms 'turn away from' (Skinner, 1938, p. 27). Skinner's operant conditions led to a different way of thinking and opened the doors for the scientific management field.

## **Scientific Management**

Scientific management is described best by Fredrick Taylor and his idea of unity and initiative from the 'workmen'. Taylor wrote about the manager and 'how he had to assume the burden of gathering together all of the traditional knowledge, which, in the past, had been possessed by the workmen and then classified, tabulated and reduced this to rules, laws and formulas, which are immensely helpful to the workmen in their daily routine' (Taylor, 1911, p. 19). The main elements of scientific management are:

1. The development of a true science
2. The scientific selection of the workmen

3. The scientific education and development of the workman
4. Intimate and friendly cooperation between the management and the men.

Taylor explains that tasks are absolutely nothing new. For example, he measured a task, like shoveling coal and, 'briefly illustrated some of the other elements which go to make up the science of shoveling. Thousands of stop-watch observations were made to study just how quickly a laborer, provided in each case with the proper type of shovel, can push his shovel into the pile of materials and then draw it out properly loaded' (Taylor, 1911, pp. 67-68). These observations were made first when pushing the shovel into the body of the pile. Taylor would try different methods to improve the efficiency of work when shoveling coal on a dirt floor. He would then calculate the time it took to do the same process on a wood floor, and finally on an iron floor. Again, a similar time study was made to study the time required to swing the shovel backward and then throw the load of coal at a given horizontal distance.

One of the first research studies to use time calculations examined the various distance and height combinations of the workers' movements. Before Taylor, data of this sort, coupled with the law of endurance, described the pig-iron handlers: 'It is evident that the man, who is directing shovelers, can first teach them the exact methods which should be employed to use their strength to the very best advantage and can then assign them daily tasks, which are so just that the workman can each day be sure of earning the large bonus which is paid whenever he successfully performs this task' (Taylor, 1911, p. 85). This allows the worker to focus on the short term and not to drift from the task in front of him.

Taylor had a kind of love-and-hate relationship with the men he studied. He compared workmen to schoolchildren, saying we are all 'grown up children', and the only way to achieve more output from the men is to increase their pay. The core of Taylor's approach was to replace workers' discretion over how they do their jobs with a management that formulates the plans, makes the decisions and gives the orders. He assumed workers to operate in their own self interest, which meant that workers would find the 'easy way out' or the principal of least effort, which has a similarity to Adam Smith's *Division of Labor*,

where tasks and large jobs were broken down into tiny components creating a specialization of the labor force.

It is noteworthy to point out that this type of management style was evolutionary to the way factories would operate for years to come, but it had its consequences. Taylor would go on to comment that this type of management style had its effect on him personally. Taylor studied shovel movements. He used a stopwatch while men sweated and broke their back shoveling coal. He timed all the actions of the workmen. He monitored their breaks, and he designed the plant to maximize the labor and increase the profit of the company.

Years later, Taylor wrote, 'I was a young man in years but I give you my word I was a great deal older than I am now, what with the worry, meanness and contemptibleness of the whole damn thing. It's a horrid life for any man to live not being able to look any workman in the face without seeing hostility there, and a feeling that every man around you is your virtual enemy' (Brown, 1954). Often gone without a mention in the modern textbooks were the effects this type of 'management science' had on the common man at the time. The effects of his work were important then and they're important today. Since Taylor, there have been advancements made in the area of work motivation.

Taylor's theories are found in McGregor's Theory-X Management, which is based on the idea that planning and doing the job should be separated and that managers are the bosses. They make rules and demand the subordinates to follow those rules. Theory-X's supervisor, as McGregor depicted it, believed that workers were lazy, self-indulgent and stubborn and that leadership meant imposing a sense of purpose on the lives of others and then flogging or cajoling them every step of the way (McGregor, 1966).

In 1966, McGregor wrote that each set of assumptions could be understood as a self-fulfilling prophecy. Managers are still being told that motivation is a continuous process of arousing and controlling the workforce and the task of supervision is often depicted as tending a flock of sheep, driving a herd of buffalo or teaching the elephant to dance. Considering that times have changed and it might not be advantageous to consider

employees or future employees as dancing monkeys, McGregor's theories have had an impact on the way work motivation theory has developed.

Theory-X assumptions about worker characteristics may not necessarily result in 'controlling, coercive, punitive, and undemocratic' managerial practices (Summers and Cronshaw, 1988). Some researchers might disagree. Over the past 50 years or so, McGregor's theory has been scrutinized from the needs basis of Maslow studying the work environment, including the idea that creativity spawns innovations. McGregor believed that the 'real problem in modern organizations was that it hindered creativity, which, in return, hindered motivation and behavior is an assumption that people are inherently more creative and innovative than previously thought' (McGregor, 1966, p. 55). McGregor's theory does have the underpinnings that are quite often noticed in managerial science. For instance, the operant theory looks at the outcome of administering rewards and reinforcements to strengthen a desired response.

There are major drawbacks to this theory that have been exposed in recent times. For instance, the extent that reinforcement controls behavior is often hard to measure (Rotter, 1966). Second, the theory fails to recognize a class of potent motivators referred to as intrinsic motivators altogether (Deci, 1975). The author of this thesis believes that the largest drawback to this theory is that current business students tend to resent or even rebel against being controlled (Smith, 2008). However, the good to come out Taylor and McGregor's theories is tenfold. These two men led modern thought in a new direction. They forced researchers and managers alike to focus on the human side when it comes to designing a workplace. By placing more focus on the workers, researchers and managers increased creativity and productivity in the workplace. The new thinking has become more employee orientated. The idea of employees being treated as 'dancing elephants' or 'schoolchildren' has been replaced. Research shows that managers and companies now care about feedback, job design and work attributes.

## **Job Design Characteristics**

Happy workers are more productive workers, and this general rule of thumb is applied to the modern theories of work motivation. A person's work role is affected by that person's needs, personality and values. These factors affect how people get involved in certain situations (Latané and Darley, 1970). The focus of most management science research in the past 60 or 70 years has focused on needs and less on personality and values (Latham and Pinder, 2005). The effect on an individual's work motivation depends on the fit between the characteristics of the job and the person's values. The job, and more importantly the characteristics of the job, has an impact towards satisfaction (Gustafson and Mumford, 1995). The person's values and their perception of themselves may affect their motivation towards their job and their performance, depending on the fit between the characteristics of job and their values. A person's personality can be measured to predict performance as well as satisfaction (Gustafson and Mumford, 1995). These figures become more accurate when characteristics of a job are taken into account and matched to the person. The matching of context and individuals should be taken into account in organizational behavior (Nord and Fox, 1996; Latham and Pinder, 2005).

Motivational researchers have responded to this suggestion. More than 200 studies were conducted from the 1970s until the early part of the 1990s that focused on characteristics of jobs that are dependants of attitudinal and behavioral results (Ambrose and Kulik, 1999). Most of those studies are based on job design and redesign in order to place the employee in the spotlight (Hackman and Oldham, 1976, 1980). When analyzing early job design, researchers assumed a strong correspondence between the opportunities for impact provided by the objective structures of a job and an employee's subjective awareness of the impact (Hackman and Oldham, 1976). They placed emphasis on the role of the conditions in the workplace and the effect these conditions had on the employees and their work.

Research suggests that the greater the magnitude, scope and frequency of job impact on beneficiaries, the greater an employee's perception of impact on these beneficiaries



(Hackman and Oldham, 1976, 1980). First, when jobs characteristics provide opportunities for impact of high magnitude, the well being and potential ill being of beneficiaries is particularly salient to employees, who become aware that their efforts can have a substantial impact on the beneficiaries (Grant, 2007). This notion is supported by research indicating that people are more likely to recognize the potential impact of their actions on others when they encounter objective opportunities to significantly benefit others (Batson, 1991). The importance of opportunities, which are part of the job characteristics, provide an impact on a high magnitude, the well-being and potential ill (Latane and Darley, 1970).

People are more likely to recognize the potential impact of their actions on others when they encounter objective opportunities to significantly benefit others (Latané and Darley, 1970; Batson, 1991). Job design can be effective in increasing motivation in the workplace. A study of a Dutch bank and school found that there is a positive relationship between work content, skill variety and work motivation (Houkes, 2002). Inside most jobs, there are three core components: complexity, the social environment and physical demands (Morgeson and Campion, 2002). Researchers have relatively ignored the latter two (Latham and Pinder, 2005). Working off Frederick Herzberg's theory of employee motivation, Gawel (1997) constructed a two-dimensional paradigm of factors affecting people's attitudes about work in 1997. Such factors as company policy, supervision, interpersonal relations, working conditions and salary are hygiene factors rather than motivators (Stauffer, 2003). The absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction. In contrast, Gawel determined from the data that the motivators were elements that enriched a person's job. He found five factors in particular that were strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility and advancement. These motivators (satisfiers) 'were associated with long-term positive effects in job performance, while the hygiene factors (dissatisfies) consistently produced only short-term changes in job attitudes and performance, which quickly fell back to previous levels' (Gawel, 1997, p. 1).

Person-situation interaction studies generally focus on the effect of strong or constrained situations where employees feel less free to act as they wish as compared to when they are

in a weak situation (Locke and Latham, 2004). People are not simply dropped into situations so research is now needed to help choose, create and change job characteristics in situations (Bandura, 1997). For example, in 1995, Denise Rousseau (1995) researched the ways an employee directly shapes the terms of the employment arrangement by negotiating valued work conditions and the effect that these idiosyncratic arrangements have on the person's motivation. The research led others to examine attitudes, which is one of the research topics that have garnered a lot of attention from the academic community. The next section will peer into the literature, starting with the works of Arthur Kornhauser on the subjects of work attitudes as it provides an important aspect to building a background on work motivation.

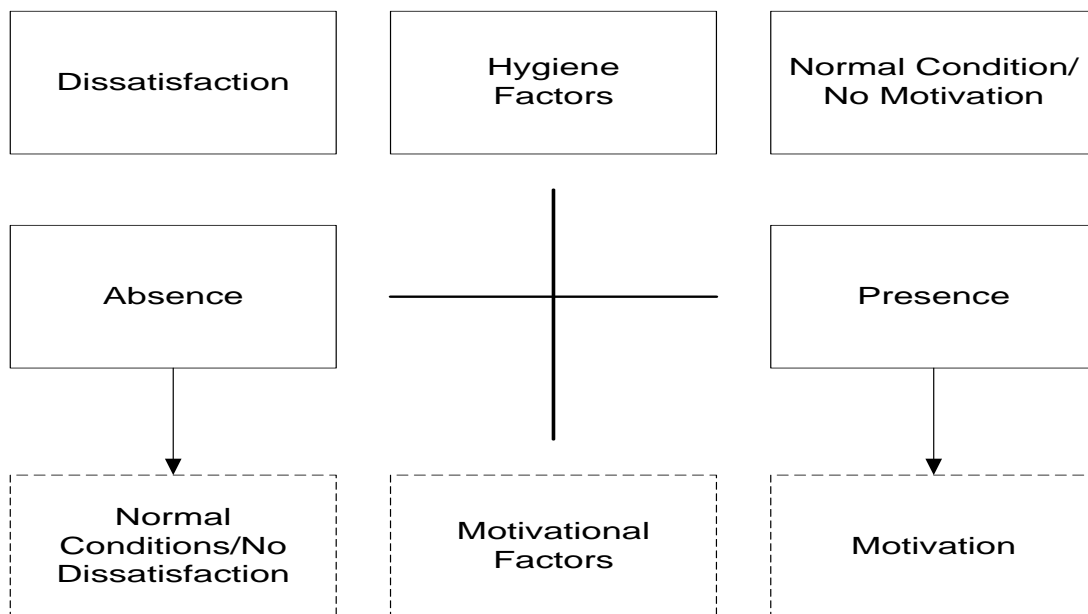
## **Work Attitudes**

In 1930, Arthur Kornhauser wrote that industrial psychologists have rather generally been willing to measure the results of their work in terms of output and efficiency, without looking for the intangible and immeasurable attitudes or satisfactions. Psychologists have frequently assumed that industrial psychology is to be subjected to the bottom line of the accountants (Kornhauser and Viteles, 1930). He called attention to the growing need of new research directed away from Fredrick Taylor and scientific management. Social psychology on work attitudes has a central affect component: They are dispositions to favor or oppose certain objects, such as individuals, groups of people or social policies.

Research on employees' attitudes began with the central objective during the Great Depression and still continues today. The idea was to foster a great morale and attempt to improve workers' attitudes (Kornhauser and Viteles, 1930). The research was based more on practical field research and interviews at factories and less on outdated theories. This is why it was so ground breaking at the time. Keystone studies focused on affect by itself and job satisfaction (Wright, 2006), which include the dissatisfied worker (Fisher and Hanna, 1931); Employee attitudes; suggestions from a study in a factory, (Kornhauser and Sharp, 1932); worker's emotions (Hersey, 1932); job satisfaction (Hoppock, 1935); and research on management and employees (Roethlisberger and Dickson, 1939). These studies mainly focused on the job satisfaction and work attitude. Major advances in theory and techniques in attitude research include (Likert, 1932; Thurstone, 1929). They are often cited as the fathers of surveys for research.

In 1929, Thurstone defined attitude as an affect or overall degree of favorability regarding an object and developed a scale to measure employees' attitudes. The 'Attitude is the affect for or against a psychological object' (Thurstone, 1931, p. 261). Similarly, attitudes and emotions are considered to be conscious mental dispositions. 'An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related' (Allport, 1935, p. 810). These early findings contradicted the norm that money would be

the motivating factor in employee work motivation. Surveys showed that money is only one factor, not the only factor, for employee work motivation (Kornhauser and Viteles, 1930). The research indicated that workers wish to enjoy the feeling of worth and recognition. This is a clear shift from Taylor's idea that workers are 'grown up children'. He had said that the only way to achieve more output from men is to increase their pay. The new way of thinking, which started in the 1930s and is still present today, focuses the thinking more constructively. It was discovered that, in fact, steady employment, job safety, social involvement, a chance for advancement and job autonomy were more important than monetary rewards (Allport, 1935; Houser, 1938). These two studies had a direct impact on very popular works: (Maslow, 1943; Herzberg, Mausner and Snyderman, 1959). Below is the theory model that demonstrates the effects of hygiene factors and motivational factors (Herzberg, Mausner and Snyderman, 1959).



**Figure 2: Hygiene Factors (Source: Herzberg, Mausner, and Snyderman, 1959)**

In 1953, Morris Viteles, one of the leading figures in researching individuals' attitudes, related performance and morale together inside working conditions. He used attitude surveys from the Hawthorne project and correlated workers' productivity with positive attitudes towards their jobs. From this, he was able to determine, to a certain degree, the employee's job satisfaction. The ideas of Herzberg and his colleagues did not go unchallenged. One study demonstrated a very low correlation between the two variables of a person's satisfactions and performance (Brayfield and Crockett, 1955; Vroom, 1964). There

was a shift beginning to happen in the thinking behind work motivation thanks to the research of Vroom, and Brayfield and Crockett (Lawler, 2007). Psychologists were being brought into the ranks of business schools and traditional managerial sciences were being redefined, including work motivation (Locke and Latham, 2004).

As was true for Kornhauser and his contemporaries 75 years ago, efforts to improve employee attitudes remains of paramount importance in modern times with regard to the management sciences (Brief and Weiss, 2002) and studying attitudes as a predictor of behavior (Ajzen, 2001). Naturally, this is a progression of research and of thinking. It started with the work of Hoppock and Spiegler (1938) and then extended more fully after World War II with the work of Brayfield and Crockett in 1955 (Wright, 2006). It is certainly well evidenced by the early 1950s, when job satisfaction and employee attitude were the hot research topics for academics and came to be called the 'Holy Grail' of management research (Wright, 2006).

The modern day research on the phenomenon of work motivation is consistently adopting an understanding of job satisfaction as an attitude. It has been defined as 'a positive or negative evaluative judgment one makes about one's job or job situation and all of this has been building for years of research from the 'Holy Grail' of motivation' (Weiss, 2002, p. 6). There are a number of ways of looking at work attitudes. An attitude is 'a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor,' with 'evaluating' referring to 'all classes of evaluative responding, whether overt or covert, cognitive, affective or behavioral' (Eagly and Chaiken, 1993, p. 1). Job satisfaction was defined as 'an internal state that is expressed by affectively or cognitively evaluating an experienced job with some degree of favor or disfavor' (Brief and Weiss, 2002, p. 86). Knowing whether an individual likes or dislikes a job is part of the experience of work motivation. That individual's drive and instinct will be explored next to develop a poignant picture of all aspects of attitudes, drives and instincts.

## **Drives and Instincts**

### **Drive Theories**

According to the Drive Theory, all behavior can be explained in terms of the learning that occurs from the reduction of four basic needs that set up 'drive states': hunger, thirst, sex and the avoidance of pain (Hull, 1943; Schultz and Schultz, 1987, p. 238). Hull's theory can be compared to an athlete. If the athlete is appropriately skilled, he will perform well, as long as his drive to compete is aroused. Hull believed that human behavior is a result of the constant interaction between the organism and its environment. With this interaction, the organism changes and adapts, and the environment provides the stimuli that the organism responds to. The only non-observable component is the change or adaptation that the organism needs to make in order to survive within its environment. Hull explains, 'When survival is in jeopardy, the organism is in a state of need (when the biological requirements for survival are not being met) so the organism behaves in a fashion to reduce that need' (Hull, 1943). Simply, the organism behaves in such a way that reinforces the optimal biological conditions that are required for survival.

Hull was an objective behaviorist and avoided any mental notion of the conscious in his works. He tried to reduce every concept to physical terms. He viewed human behavior as robotic, repeated and cyclical. His theories were based on numbers and not in cognitive thought. Hull states, 'Psychologists must not only develop a thorough understanding of mathematics, they must think in mathematics' (Schultz and Schultz, 1987, p. 239). In Hull's times, researchers commonly used three specific methods: observation, systematic controlled observation and experimental testing of the hypothesis. Although Hull was a great contributor to psychology, his theory was criticized for the lack of broad base due to the way he defined his variables. Hull's theories were too precise in quantitative terms and could not adapt to changing conditions (Schultz and Schultz, 1987, p. 242). Hull's works influence areas of personality and attitude change (Dollard and Miller, 1950; Atkinson, 1960).

Efforts to clarify the universal system of drive theory were beginning to pick up steam (Zajonc, 1965, 1980). Zajonc's classic appropriation of drive theory as an explanation for the influential nature of spectators concluded that the mere presence of others was sufficient to increase drive, which would, in turn, elicit an individual's dominant response tendency on the conceptual level. His work began to allude to some social pressures, looking at the other way other people make a difference in the outcome of a person's drive. On the other hand, the movement of others focused on the combination of methods and techniques, which show a striking agreement at the behavioral and conceptual level. This has been proven in a work setting and also in team building showing that the influence of others tends to increase the drive of an individual (Guido and Leith, 1997).

## **Psychoanalytic Instinct Theory**

Freud's motivation theory states 'that all motivation can be attributed to sex and aggression. These are the two basic drive instincts of human beings' (Freud, 1925). It is later when they reflect on their behavior or as predicted on the couch for psychoanalysis. 'The patient realizes their true feelings and motives' (Eich et, al., 2000, pp. 36-37). The complexity of Freud's thinking, not to mention the myriad of modifications made by Freud and his followers, allows solidarity and cohesiveness. Freud insisted that human thought and behavior was driven by latent motives except in his work on psychoanalytic theory (Freud, 1927; Einstein, 2004).

Freud's other theories are important to understand on human thought and behavior, but greater importance will be placed on other theories in this field. Much of contemporary psychology and psychoanalytic research embraces affects but deletes drives (McIlwain, 2007). In Freud's work *An Outline of Psychoanalysis*, he elucidates the primary doctrine on which psychoanalytic theory is based (Freud, 1949). He begins with an explanation of the three forces of the psychical apparatus: the id, the ego and the superego.

Freud states 'the id has the quality of being unconscious and contains everything that is inherited, everything that is present at birth and the instincts. The ego has the quality of

being conscious and is responsible for controlling the demands of the id and of the instincts, becoming aware of stimuli and serving as a link between the id and the external world. In addition, the ego responds to stimulation by either adaptation or flight, regulates activity, and strives to achieve pleasure and avoid un-pleasure' (Freud, 1949, p. 14-15). This view of the ego permits a fuller understanding of how a person adapts to the world of work and adapts to an ever-changing environment. The difference between Freud and his famous student Karl Jung is in the matter of consciousness and unconscious (Czander, 1993). It is worth pointing out the differences of John Dewey in his writings in *Body and Mind*, works where he defines the subconscious of human thinking:

Apart subconscious from language, from imputed and inferred meaning, we continually engage in an immense multitude of immediate organic selections, rejections, welcoming, expulsions, appropriations, withdrawals, shrinking, expansions, elations and dejections, attacks, and warding off of the most minute, vibrating delicate nature (Dewey, 1929, p. 229).

Dewey highlights: 'We are not aware of the qualities of many or most of these acts; we do not objectively distinguish and identify them and yet they exist as feeling qualities and have an enormous directive effect on our behavior' (Dewey, 1928, p. 299). Scholars move the Freudian ego to a higher plane with more powers than it was previously given, and as in common lexicon, the 'ego' often gets mentioned in motivational circles. Scholars generated the view of an autonomous ego, whose functions were no longer considered intuitive from the struggles between instincts pushing the person forward and the reality of taboos in society (Hartmann, 1958).

Freud's ideas are certainly still present in various personality conceptions of motivation and provide the building blocks for more common theories in motivation (Epstein, 1998). The ego is used in classical psychoanalysis in an ambiguous manner (Hartmann, 1958).

Hartmann attempts to clarify the concept of ego by demonstrating concern, not so much for what the ego is, but for what it is not. He suggested that ego can only be defined by a function. Hartmann suggests that certain types of work can precipitate pathological



reactions and that in some cases, these pathological reactions can lead to successful work adaptation (Czander, 1993).

In his '*Précis of The Foundations of Psychoanalysis: a Philosophical Critique*,' Grünbaum asserts that 'while psychoanalysis may be said to be scientifically alive, it is currently hardly well' (Grünbaum, 1986, p. 228). The criticisms of Freud's theory can be grouped into three general categories (Holt, 1986). First, critics contend that Freud's theory is lacking in empirical evidence and relies too heavily on therapeutic achievements'; whereas, others assert that even Freud's clinical data is flawed, inaccurate and selective at best. Second, the actual method or techniques involved in psychoanalysis, such as Freud's ideas on the interpretation of dreams and the role of free association, have been criticized. Finally, psychoanalysis is simply not a science, and many of the principles upon which it is based are inaccurate such as the philosopher Karl Popper (Greenberg, 1986).

Freud's psychoanalytic theory, unlike Skinner and Hull's theories, was not devised to predict and manage specific behaviors but rather to offer explanations for psychic processes and patterns of non-adaptive behaviors. Although the possibility is not ruled out, Dewey's works titled *Experience and Nature* explore his notion of 'subconscious,' which is not identical to the Freudian unconscious (Dewey, 1925). There is an underlying tone that deals with the conscious and sheds some light on the fact that time and practice have an effect on the unconscious of a person, since it acquires habits over time (Gay, 1989). The history of instinct and drive is wide in breath, and it has provided a great deal of new thinking (Vroom and Deci, 1992). As for managerial psychology and the psychoanalytic drive theory, neither has had a major impact on motivations in organizations. The works of the mentioned authors bring the review directly to Kurt Lewin, who had one of the most profound impacts on social theory in the modern era and built on the idea of the environment and the social factors of motivation.

## **Lewinian Theory**

Kurt Lewin is universally recognized as the founder of the modern social psychology theory. Lewin takes into account both the environment and the character of a person. He

concludes that a person's motive behind their behavior comes from the tension, which is created by thought. The tension that is created is the basic idea or direction for the concept of the goals theory, putting pressure on the actor in order to create pressure that makes the actor reach the goal set forth. Although this was not a popular aspect of Lewin's work, it is often overlooked as a building block for modern theory, and it can be linked with group dynamics and change management. His work is nearly impossible to separate from modern day managerial sciences but should not be.

Lewin was influenced by Tolman (1932), whose theorizing has been called purposive behaviorism and is often considered the bridge between behaviorism and cognitive theory. According to Tolman's theory of sign learning, an organism learns by pursuing signs to a goal. For example, learning is acquired through meaningful behavior. Tolman views behavior as being initiated by various internal and external environmental cues and by disequilibrium situations of various kinds. Both Tolman and Lewin place great importance on the environment and the effects that the environment has on a person's behavior. This aspect of their research has had an important impact on the way the research study looks at the environment and the role it has on the subjects (Harte, 1997). Clearly each environment will affect a person in some way, and Tolman and Lewin were the first to research and build on this theory.

The work of Tolman had an impact on Lewin's works and has fostered the direction of managerial science's appreciation of groups and how to work with them. Lewin pioneered action research, which is the research needed for social practice and can best be characterized as research for social management or social engineering (Lewin, 1948, pp. 202-203). Lewin's theory resembles the early writings of John Dewey (1890) on these issues, such as 'Is Logic a Dualistic Science?' Dewey offered 'The world of fact does not stand apart from thought, but is itself defined within thought as its objective manifestation', where Lewin's action-research is a comparative research on the conditions and effects of various forms of social action, and research leading to social action (Smith, 2001). The point being: Dewey and Lewin approached research from a problem-solving perspective in social and organizational settings.

Dewey is mentioned in the literature because of his views on motivation, critical thinking, meanings of social thinking and the way he affected the modern-day American university system. Dewey explores topics such as the intellectual and the emotional ability of a person in his writings. In *Experience and Nature*, Dewey claimed that the collection of meanings that constitute the mind have a social origin, and expressed the contention that the human individual is a social being from the start, and that individual satisfaction and achievement can be realized only within the context of social habits and the institutions that promote it.

‘The mind is seen to be a function of social interactions, and to be a genuine character of natural events when these attain the stage of widest and most complex interaction with one another’ (Dewey, 1925, p. 12). The ability to respond to meanings and to employ them in a setting is the difference in thinking pre-Dewey and post-Dewey. Similar to Lewin and Dewey, students must be taught to examine, poke, question and reflect on what they have learned. The student should possess a certain amount of skepticism, questioning and reflecting in their ‘learnings’, which are essential to promoting motivation. Examine a problem, find a solution, think about why you were or were not successful and learn from your successes and failures. In summary, critical thinking involves students doing things, probing and questioning and thinking about the things they are doing through reflection and evaluation of the teacher (Gilmore, 2002). Dewey, often not mentioned in business textbooks or in the literature of most modern-day theories of work motivation, is typically not recognized for the contribution he made to motivation and the development of business students. In order to conduct a full comprehensive compilation of works, the literature review would not be complete without the mention of Dewey’s work. The next section takes the review to the next building block of action research.

## **Action Research**

Lewin believed subjective reality to be the totality of psychological events. Lewin believed that past events could only have an effect on behavior in the present by adjusting situations

that exist in the now. For example, if a childhood incident is to have an effect on the adult, it must change some concepts of the person that persists in the thought in adulthood (Rummel, 1975). During World War II, Lewin created a new type of research called 'action research', which is used by a great deal of academics in the research field. Argyris (1983) drew on aspects from Lewin (1946) and classified six features of action research: (1) it was problem driven; (2) it was client driven; (3) it challenged the status quo; (4) it was concerned with producing empirically discomfort to propositions that could be; (5) it systematically interrelated into a theory designed to be (6) usable in everyday life.

Lewin's concept of behavior was determined by totality of an individual's situation. In his refinement of action theory, Lewin development a new theory called field theory. A 'field' is defined as 'the totality of coexisting facts, which are conceived of as mutually interdependent' (Lewin, 1951, p. 240). The whole psychological field, or 'life space', within which people behaved accordingly, had to be viewed and interpreted in order to understand the behavior of that person. Within this, individuals and groups could be seen in topological terms, and this was determined to have a great impact on the outcome of situations (Smith, 2001). The central features of Lewin's field theory were summarized as follows: 'Behavior is a function of the field that exists at the time the behavior occurs. Analysis begins with the situation, as a whole from which are differentiated the component parts, and the concrete person, in a concrete situation, which can be represented by a map, which is patterned with one's needs, desires, and goals, and vectors or arrows and indicates the directions and strengths of these forces' (Hall and Lindzey, 1978, p. 386). The field is a large area, which spans many different areas. While Lewin argued that behavior should be defined as a function of both personality and environment, with the added complications that environment is a function of personality, and personality a function of environment, the concept of both having an impact of the outcome of a situation is a new direction from past scholars (Lewin, 1951, p. 240). Lewin's action research played an important part in shaping learning, and in some ways, managerial science, especially in the area of environment and personality with regard to motivation.

Lewin's research demonstrated that complex social phenomena could be explored using controlled experiments, and he helped to move social psychology into a more rounded understanding of behavior (Smith, 2001). Lewin's call for action research to stay true to the six ideas went unheeded. The focus shifted to a more client-based focus. Argyris, an early follower of action research, comments that on the theoretical side, scholars conducted research that followed normal science criteria in its rigor and precision, but which became disconnected from everyday life, and a person's motivation, as he pointed out, resides in everyday life (Argyris, 1980). Motivation unleashes a sort of calm but excited action and is a telltale sign of someone's behavior. However, the action or behavior is not directly observable; thus, the processes can be inferred only from analysis of behavior, environment, personality, knowledge, abilities and skills (Kanfer, 1990). Behaviorists claim that action is the best way to describe motivation—the action to create a need or a want in a person and the action to drive and incite a person's behavior is the only way to decipher a person's motivation.

The impact on managerial science stems from the beginning when Tolman (1932) and Lewin (1938) had a profound impact on a generation of researchers and thinkers concerned with group dynamics. Two key ideas emerged from field theory: It's crucial to have an appreciation of group process (Brown, 1988, p. 28) and the fact that group work has become part of the realm of managerial sciences (Hogg and Abrams, 1999; Moreland, Hogg, and Hains, 1994). Lewin's work has had a profound impact on group work and motivation, and considering that groups are a major part of managerial science, Lewin's work is a factor on social thought and motivation. He also greatly influenced the idea of goals and goal theory and how goals influence the motivation of people when they are presented with a motivation challenge.

## **Control of Reinforcement Theories**

In all the cognitive or goal directed theories, expectancy is the cornerstone of each of these theories. People's behavior and actions are motivated by the notion that they expect something to happen. People set goals and expect those actions or behaviors to reach the

goals (Deci, 1992). The idea behind this type of thinking has its roots within Lewinian and Skinnerian theories. Skinner asked the question: Why do people behave the way they do? He spent the rest of his life trying to figure it out, and though he did come up with some conclusions within the stimulus-response theory, results were inconclusive when it came to answering why people behave the way they do (Skinner, 1974). Skinner claimed that reinforcement was the key element in the stimulus-response theory, and a reinforcer was anything that strengthened the desired response. The reinforcer could be verbal praise, a good grade or a feeling of increased accomplishment or satisfaction. Skinner's theory also covered negative reinforcers of any stimulus that resulted in an increased frequency of a withdrawn response. Timing was crucial in Skinner's theory. Skinner believed that a person had to maintain behavior in order to be effective. One of the distinctive aspects of Skinner's theory was that it attempted to provide behavioral explanations for a broad range of cognitive phenomena.

Deprivation and reinforcement, for example, helped Skinner explain drive (motivation) in terms of two concepts: free will and social control. For Skinner, behavior was clearly seen as the product of the combination of genetics and environment. 'The environment made its first great contribution during the evolution of the species, but it exerts a different kind of effect during the lifetime of the individual, and the combination of the two effects is the behavior we observe at any given time' (Skinner, 1974, p. 17). The environment has a direct impact on the motivation of the person just as it has had an effect on the evolution of certain species. The environment has to provide a certain level of autonomy for the person; it needs to grow and avoid stagnation. When people believe themselves to be lacking the power or will to change something in their life, they are likely to exert little or no effort, even in environments that provide opportunities for growth. They become trapped in their own universe and lack the drive to change their environment. The opposite takes place when people believe that within their environment they are able to control certain characteristics that are important to them. They are motivated to exercise fully their perceived efficacy, which in turn, enhances their likelihood of success (Latham, 2007).

To bring this into context with work motivation, researchers observed people whose job environments were in their control and found the mechanistically-oriented job designs are associated with efficiency-related outcomes; whereas, motivationally-oriented job designs are associated with satisfaction-related outcomes and increase a person's motivation and job satisfaction (Edwards et al., 1999). Moreover, these two designs typically have strong negative relationships with one another, and depending on how one views the job and their control over the job, the outcome is affected. The control factor or locus of control is part of the social learning theorist's camp and will be reviewed in the next section.

## **Locus of Control**

Julian B. Rotter believed, as do most social learning theorists, that if you distinguish a connection between behaviors and reinforcers, then one can conclude that behavior is affected by the reinforcers (Rotter, 1966). If the connection is not perceived, then one reacts less predictably to reinforcers. These events will have an effect on learning and changing behavior. Locus of control was the term Rotter coined for these beliefs about whether a behavior will be met with a rewarding outcome (Rotter, 1966). There are three basic principles to Rotter's theory. The three rules explain the rational outcomes, which characteristically transpire after consequences. First, consequences that give rewards increase a behavior. Second, consequences that result in punishments decrease a behavior. Third, consequences that give neither rewards nor punishments extinguish a behavior (Rotter, 1954). Rotter's locus of control is an important part of one's ideas of destiny and leads to a person's ideas of the future.

A locus of control orientation 'is a belief about whether the outcomes of our actions are contingent on what we do—internal control orientation—or on events outside our personal control, known as external control orientation' (Zimbardo, 1985, p. 275). Generally, a person with an internal locus of control attributes outcomes to personal decisions and efforts, while a person with an external locus of control attributes outcomes to chance or other external factors out of the person's control. Locus of control refers to people's very general, cross-situational beliefs about what determines whether or not they get reinforced

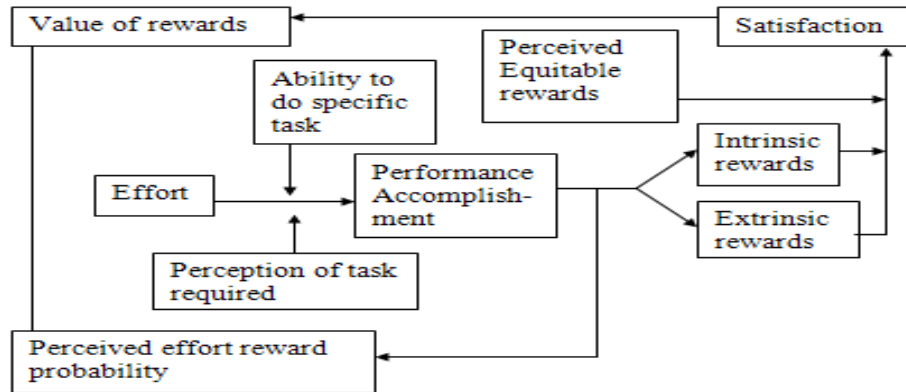
in life. People can be classified along a continuum from very internal to very external (Zimbardo, 1985). Seligman (1975) defined the concept of control most explicitly. He defined an event as controllable when a person's voluntary responses had an impact on the consequences of that event.

A review of the locus of control found that having a low locus of control leads to low work motivation, poor performance and job dissatisfaction (Rotter, 1989; Hyatt and Prawitt, 2001; Salazar et al., 2006). Locus of control is one of the most researched topics in psychological and social sciences (Rotter 1989; Strickland, 1989). Rotter states, 'Internal locus of control versus external locus of control refers to the degree to which persons expect that a reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristics versus the degree to which persons expect that the reinforcement or outcome is by chance, luck or fate, or is under the control of powerful others' (Rotter, 1989). The main focus of these theories is based on individual differences rather than environmental factors over which managers have direct control. It does, however, highlight that motivation requires some kind of expectancies.



## Expectancy-Valence

Expectancy-valence theory is the classic theory that has been taught in business



undergraduate  
degree  
programs,  
MBA programs  
and  
management  
trainee  
programs for

more than 50 years.

**Figure 3: Path Goal Theory (Source: Porter and Lawler, 1968)**

Starting with the work of Georgopoulos, Mahoney and Jones (1957), Vroom (1964) and Porter and Lawler (1968), these theories are the cornerstone of expectancy theory, also referred to as path goal theories. Path goal theories refer to the function of behavior as the path of the worker's goals. For all intents and purposes, the author of this thesis will refer to it as expectancy-valence theory.

The theory has been widely researched, and it does have its limits when it comes to the explanation of the rational portion of human behavior. Nonetheless, it has served as the basis for research in such areas as decision making, learning theory, verbal conditioning, achievement motivation, social power, coalition formation, attitudes and organizational behavior (Reinhardt and Wahba, 1975). It has been stated that 'analyzed in terms of path-goal variables, valence and instrumentality were initiating structure and were defined as the extent to which the leader imposes psychological structure on subordinates' (House, 1971, p. 321). Clarifying workers expectations, specifying or assigning certain work tasks and giving consideration were defined to be the responsibilities of the leader, who would provide a friendly, supportive and helpful environment for subordinates (House, 1971). House's study claims, 'If a subordinate has a habitual or accustomed job, then a high level

of initiating structure will decrease employee satisfaction. In contrast, if an employee has a highly ambiguous role with the organization, then a high level of initiating structure by the leader would lead to high levels of employee satisfaction. In terms of consideration for subordinates who have routine jobs, a greater consideration by the leader should result in increased job satisfaction' (House, 1971). If the leader takes a greater interest in the subordinate for a routine job, there will be higher levels of motivation by the subordinate to perform the task at hand. 'Motivation is believed to be a function of the workers' expectancies that behavior will lead to outcomes that have valence, which is a psychological value for the worker' (Deci, 1992, p. 16). These theories have the clear idea that the organization and, more directly the manager, should structure the job where effective performance will lead to desired outcomes. Organizational development professionals have pointed to Victor H. Vroom's conceptual model of expectancy theory; however, one pitfall of this thinking is that managers seldom live in a static world.

In the business world, people change jobs, change organizations, move from one country to another and from one sector to another. Such changes spur new challenges, new opportunities and place new situational demands on management and employees. The old habits of thinking about motivation must be discarded if one is to respond to today's challenges and opportunities. Research has shown that individuals will choose among alternatives in a rational manner to maximize expected rewards (Vroom, 1964), and when individuals are faced with a decision to choose among different reward plans, they are expected to choose the alternative to yield the highest pay out with the least amount of expected loss (House, Shapiro and Wahba, 1974; Mitchell, 1974). Employees with high self-perceived ability levels would be expected to prefer plans that distribute rewards based on performance. The central theme of expectancy is the simple concept that an individual's behavior is a function of the degree to which the behavior is instrumental in the attainment of some outcomes and the evaluation of these outcomes.

Research examined the incentives paid to workers in a unionized manufacturing company and found that when pay has a high perceived probability of being contingent upon good performance, there is a better chance of good performance (Georgopoulos, Mahoney and

Jones, 1957). This trio's findings are supported with the study on the cross section of low and middle managers in the United States (Porter and Lawler, 1968). Another study conducted among college students found that when high test scores promised a monetary reward, performance—and scores—increased (Cherrington, Scott and Reitz, 1971). When promised a monetary reward, students set goals for higher test scores and were more motivated to achieve a letter grade of an 'A' or a 'B'. In the next section, these theories will be looked at from different angles.

## **Goals**

Often the best way to identify goals is through statements or stories. For instance, there's a story about a World War II German U-boat that radioed back to headquarters to let them know they were lost. When asked by headquarters as to where they wanted to go, the U-boat responded, 'We don't know'. Headquarters replied, 'Then you're not lost! If you don't have a set plan or a final destination, how can you be lost'? Now, use this example with regard to the worker. Edmund Hillary said, 'You don't have to be a fantastic hero to do certain things to compete. You can be just an ordinary chap, sufficiently motivated to reach challenging goals'. There are several ways to look at it. Aristotle defined the basic premise of goals in his classical texts. He states, 'Man is a goal seeking animal. His life only has meaning if he is reaching out and striving for his goals'. Aristotle proclaims that without goals, we would be lost and our life would be fruitless. Modern-day research tends to agree with Aristotle.

Goals do have theories within them, including social behavior theory, motives and managerial and psychological theories. One key aspect is that goals shift away from the stimuli, and responses bond to cognitions as explanatory concepts of motivation. Locke and Latham, two leading scholars on goal-setting motives, added a great deal of knowledge to the subject and offered building blocks for future theories on the subject.

## **Goal-Setting Theories**

'Goal-setting theory was developed by starting with the specific situations, conscious motivational factors closest to action and goals and, intentions and then works backwards

from there to determine what causes goals and what makes them effective' (Locke and Latham, 1990, p. 6). Goal theory has been extremely important in the business community for several years. 'The goal-setting theory of motivation is the single most dominant theory in the field with more than a thousand articles and reviews published on the topic in more than 35 years' (Mitchell and Daniels, 2003, p. 231). The theory proposes that goals are the immediate regulators of behavior, and setting specific and difficult goals leads to higher performance levels. These effects are subject to two necessary conditions: goal commitment and feedback on performance (Locke and Latham, 2002). Goals regulate behavior through four mechanisms (Locke and Latham, 2002; Mitchell and Daniels, 2003). As these scholars point out, goal setting is a direct effort. Second, goals have an uplifting effect on individuals and groups that cause people to rally around a mission, which sets the intensity of the effort investment. Third, goals affect persistence; thus, hard goals lead to greater persistence in the face of obstacles. Fourth, goals affect how people plan their attack on a task ahead.

In 1975, Latham and Yuki reviewed 27 organizational field studies of goal setting on performance, satisfaction and organizational commitment. Goal setting was discovered to be embedded in a principal called management by objectives (MBO). Management by objectives programs have many principles in common with goal-setting theory but pre-date Locke's theory (1968) by at least a decade or so. Drucker (1954) is credited with establishing the pedigree for MBO. 'Management was a body of knowledge ultimately enabling people to control nature and their lives and to achieve economic improvement and social justice through the systematic organization of economic resources' (Drucker, 1954, p. 4). He also commented that 'management is work and as such it has its own skills, its own tools, its own techniques for completing tasks' (Drucker, 1973, p. x). Drucker was a huge advocate for MBO and the collective setting of organizational goals, targets and measurements. He was also a proponent for the inclusion of the employees in the planning function of MBO.

Tosi and Carroll (1970) suggest that managers should focus on whether goals are achieved rather than how they are achieved. The logic of MBO is indeed attractive to corporations and management. Tosi and Carroll (1970) comment on the effectiveness of the intrinsic

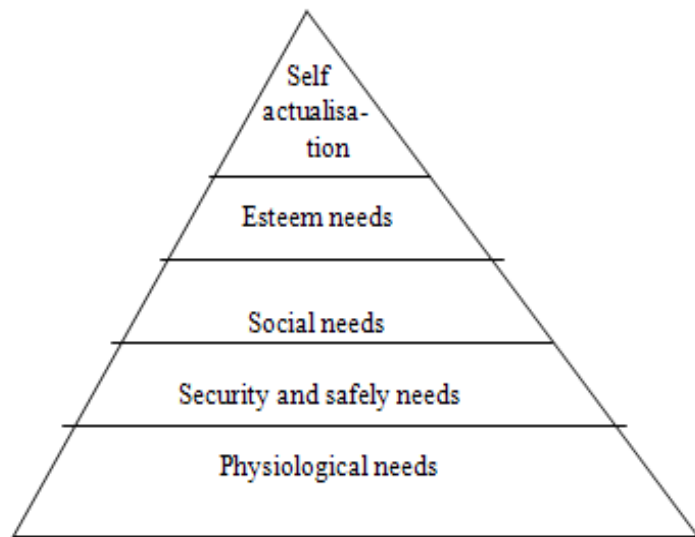
desirability of a method that motivates performance and enhances measurement, while at the same time increasing the participation and involvement of subordinates. MBO research hit its climax in the mid 1970s and then was replaced by other theories that related to motivation and management (Total Quality Management, Quality Circles and Sensitivity Training). The most positive outcome of MBO for work motivation was that it involved the employee in the process and fostered communication. A major problem with MBO was that it didn't work unless the process began at the top of the organization. In some cases, MBO resulted in excessive paperwork. Some managers had difficulty sitting down and working out goals with their employees, and at times, even if goals were established, the manager ignored the employee's physiological needs.

## **Physiological Needs**

The heart of most motivation theories rests in the needs of man. Needs can be learned or instinctive; they are a part of the person's makeup. The push-pull theories of economics can apply in a similar way. The needs of a person act as a pull, and the push theory simulates the drive theory. Murray (1938) is the first person to publish a comprehensive theory of human needs at Harvard. Murray conducted interviews that alluded to more than 20 need factors that could be inferred from his subjects, such as the need for autonomy and the need for achievement, which led to Maslow's famous need theory (1943).

## Need Hierarchy Theories

Maslow published the first conceptualization of his theory more than 50 years ago (Maslow, 1943), and it has since become one of the most popular and often cited theories of human motivation. The five needs pyramid taught in most business schools around the world are: physiological, safety, love, esteem and self-actualization.



**Figure 4: Pyramid (Source: Maslow, 1943)**

An interesting phenomenon related to Maslow's work is that in spite of a lack of evidence to support his hierarchy, it enjoys wide acceptance (Wahba and Bridgewell, 1976; Soper, Milford and Rosenthal, 1995).

‘Another peculiar characteristic of the human organism is when it is dominated by a certain need, the whole philosophy of the future tends also to change. If man has any other basic needs in any active, chronic sense, then he is simply an unhealthy man. He is surely sick as if he had suddenly developed a strong salt hunger or calcium hunger’ (Maslow, 1943). As odd as the last statement sounds, it explains that motivation is paradoxical, one of many such paradoxes within the field of motivation. In fact, Maslow is quoted, ‘When we ask what man wants of life, we deal with his very essence’ (Maslow, 1943).

Motivation has its roots deep within a person’s attitude (Likert, 1967). Attitude was not always studied, measured or defined when it came to analyzing motivation. One of the first scientists to define attitude as affect of favorability regarding an object used surveys to measure employee attitude as a method of data collection (Thurstone, 1929). Building on

the attitudes and the great works of the aforementioned authors leads the review to achievement motivation theory and intrinsic motivation theory.

## **Achievement Motivation Theories**

The need for achievement looks for an internal state of excellence within the person. There is a tendency for a person to take risks and challenges and try to achieve advancement in their personal life or work life. They tend to set goals in order to achieve their feat. There is a bit of risk taking that is associated with achievement motivation, and the results coincide with power motivation within organizations. In classical research works, achievement goals are viewed as more solid cognitive representations pointing individuals toward an end goal (McClelland, 1961; Atkinson, 1964; McClelland and Boyatzis, 1982; Elliot and McGregor, 1999). There are generally three recognized types of achievement goals: a performance-approach goal, a performance-avoidance goal and a mastery goal (Elliot and McGregor, 1999).

Achievement motives can be seen as direct predictors of achievement-relevant circumstances. Thus, achievement motives are said to have an indirect or distant influence, and achievement goals are said to have a direct or proximal influence on achievement-relevant outcomes (Elliot and McGregor, 1999). The development of avoidance-achievement motivation takes the major themes of achievement approach from (Murray, 1938; Atkinson, 1957; McClellan et al., 1958; and Dweck, 1986) to show elements of this line of thinking. The criticism of these theories is that they are difficult for managers to execute in the workplace. The once controversial two-factor theory deals with hygiene factors from intrinsic and extrinsic factors, which focus on job enrichment (Herzberg, Mausner and Snyderman, 1959). 'To elaborate further on the two-factor theory, human beings strive to satisfy various motives, needs and goals' (Kleinbeck and Schmidt, 1990, pp. 72-73). However, some critics point out that the two-factor theory results are flawed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external events within the job.

## **Intrinsic Motivation Theories**

Intrinsic motivation has been studied on many levels and can be articulated metaphorically 'It is not infrequently that people working in organizations complain that they feel powerless, that is, like pawns in a chess match, in political contests, battles and games. But the simple fact is that, in most instances, individuals do possess power to affect organizational outcomes if only they would exercise it, that is, to act as origins of their own ends' (deCharms, 1968). Intrinsic motivation often deals with the fullest representations of humanity, which allows people to be curious, central and self-motivated and generally, at their best. People are energetic and encouraged by society to do better for themselves. They tend to challenge themselves in learning something new and exciting and apply their talents to their work and life. Intrinsic motivations can be classified as six different conceptualizations (Heckhausen, 1980): (a.) Intrinsic motivation relates to drive. (b.) It refers to all activities having no goal, like playing. (c.) It concerns behavior that aims at achieving the maintenance or the re-installment of an optimal operation level. (d.) It is a feeling of personal causation. (e.) It is the enjoyment in an action and being fully involved. (f.) It refers to a common denominator between the means (behavior) and the goal, such as when goals of performance relate to the very performance or to one's level of competence.

The persistent, proactive and positive tendencies of human nature are not invariantly apparent. Research guided by self-determination theory (SDT) has had an ongoing concern with precisely these issues (Deci and Ryan, 1985, 1991; Ryan, 1995). The study of motivational processes and dynamics received increased empirical attention within the field of educational psychology over the past decade, especially from the work being done at the University of Rochester under Edward Deci. Deci and Ryan's work highlights that a person's experience, competence and self-determination within the environmental factors can either diminish or enhance intrinsic motivation by either allowing or thwarting the satisfaction of the person's needs for competence and self-determination (Vansteenkiste, Lens and Deci, 2006).



## **Social Theories of Work Motivation**

Work motivation not only deals with the subject, but with the subject's interpersonal relationships as well. The person-situation interaction plays a key role because it incorporates expectancy and goals that have helped develop experimental social psychology as a field of research (Lewin, 1936). Human behavior has been explained as one-sided determinism (Wood and Bandura, 1989), being shaped and controlled either by environmental influences or by internal factors. 'Social planning and the guidance of our psychic energies will sooner or later be considered an important social problem in business. Such guidance, of course, does not mean that we could or would want to regulate our individual development in a mechanical fashion or that we should try to forecast the evolution of a given individual. This is neither possible nor desirable, but it is possible given that general factors tend to mould human behavior' (Mannheim, 1957, pp. 28-29). Mannheim's thoughts on a man's character and behavior led to questions about social forms and processes brought to light the problem of social integrations and forms of human living.

Over the past 50 years, social psychology has been characterized by phenomena and mini theories that can be easily tested from terms and propositions (Deci, 1992). The four other clusters have dealt with learning and personality, which can be considered on the macro-level as they encompass a wide range of human behaviors. The last cluster has to do with a more narrow focus on human behavior. There is a need to relate and to affiliate (McClelland and Boyatzis, 1982), but McClelland and Boyatzis did not explore the social pressures that often cannot be overlooked. In a review of recent trends in social psychology, 'behavior analysis has had little or no impact on social psychology' (Guerin, 1992, p. 589). Behavior analysis is likely to 'remain professionally and culturally marginal because its concepts and principles are alien to dominant ideological frames of reference and institutional practices' (Czubaroff, 1993, p. 1). Guerin and Czubaroff both demonstrate that social forces have a major impact on behavior. The underlying implication seems to be that people want to gain the approval of others, which brings the review to the topic of social groups.

## Social Groups

The plethora of definitions offered in the research of social groups is quite abundant; however, the deviation depends on the researchers' emphasis. 'The essence of a group is not the similarity or dissimilarity of its members, but their interdependence. A group can be characterized as a 'dynamical whole', where change in the state of any subpart changes the state of any other parts. The degree of interdependence of the subpart of the members of the group varies all the way from the loose 'masses' to a compact unit and depends, among other factors, upon the size organization and intimacy of the group' (Lewin, 1948, p. 84). Seven separate lines of research have been done on the social group (Johnson and Johnson, 1987, pp. 4-7):

1. A collection of individuals who interact with each other (Homans, 1950, p. 1).
2. A social unit consisting of two or more persons who consider themselves part of a group (Smith, 1945, p. 227).
3. A collection of individuals who are interdependent (Lewin, 1951, p. 146).
4. A group of individuals who focus on a goal (Mills, 1967, p. 2).
5. A collection of individuals who try and satisfy needs (Bass, 1960, p. 39).
6. A collection of individuals who adhere to rules and norms (Sherif and Sherif, 1956, p. 144).
7. A collection of individuals who influence each other (Shaw, 1976, p. 11).

The basic definition of a group is 'two or more individuals in face-to-face interaction, each aware of his or her membership in the group, each aware of the others who belong to the group and each aware of their positive interdependence as they strive to achieve mutual goals' (Johnson and Johnson, 1987, p. 8). Most definitions, however, cannot encompass large groups and do not distinguish between interpersonal and group relationships (Hogg, 1992). Hogg alludes to the problem that constitutes an accurate portrayal of the social psychology of the group process, where groups are generally short lived, and the personal process is interactive.

## **Social Identity Theory**

Social identity theory states that people tend to classify themselves and others into various social categories, such as organizational membership, religious affiliation, gender and age cohort (Tajfel and Turner, 1986). Social identity theory grew out of Henri Tajfel's work and research on accentuation effects (Tajfel, 1959). He focused on social psychology of prejudice, discrimination, inter-group conflict and social change. The theory was an ongoing process and developed over time at the University of Bristol, including the work of Tajfel and Turners's discussion of inter-group process and Turner's (1983) definition of cognitive group membership. It has been claimed that social identity theory is a 'self-inclusive social category in the genre of group theory. For example, sports teams, church groups, political parties and work groups provide a category-congruent self-definition that constitutes an element of the self repertoire of discrete membership, or social identities, that vary in relative overall or contextual importance in the self-concept' (Hogg, 1992). The development of self-categorization theory is broken into categories (Turner, 1985) that are defined by prototypical characteristics derived from the member's development of the social identity concepts, which differs from social identity theory (Turner et al., 1987; Hogg and McGarty, 1990). The theory takes into account the operation process of categorization as the cognitive basis of group behavior and hones in on the inter-group process.

## **Social Classification**

Social classification segments and orders the social environment, providing the individual with a systematic means of defining others. Social classification allows the individual to secure himself in the setting of the social environment (Tajfel and Turners, 1986). 'The ultimate value for life experience is that it continuously provides instruments for the criticism of those values whether of beliefs, institutions, actions or products that are found in all aspects of experience' (Dewey, 1925, p. ix). The criticism of placing people into a classification system is an idea that Dewey brought to the subject of motivation and social approval. The idea that people need social approval has ramifications in work organizations. This social identification appears to derive from the venerable concept of group identification (Lewin, 1951). 'The idea that groups share an interdependence of fate and task

interdependence are the basic arguments for groups in a psychological sense' (Brown, 1988, p. 28). Key theoretical innovations in social identification are the ideas that (1) social identity processes are motivated by subjective uncertainty reduction, (2) prototype-based depersonalization lies at the heart of the social identity processes, and (3) groups are internally structured in terms of perceived or actual group *prototypicality* of members (Hogg, 2001).

Individuals establish social identities through involvement with reference groups in social situations. 'Groups provide three major functions with respect to social identities: (1) determination of the profile of traits, competencies and values for a particular social identity; (2) establishment and communication of the relative value and status of various social roles or identities; and (3) are the basis of social feedback regarding one's level of these traits, competencies and values' (Leonard et al., 1999). The influence of individuals on each other's behavior or tasks takes on a complex appearance.

Tasks and individuals have a relationship. Numerous investigators found that the presence of others in the group help to facilitate task performance (Bond and Titus, 1983). Generally, social facilitation refers to performance enhancement and impairment effects engendered by the presence of others, such as teammates or spectators, which add invisible pressure. The presence of others increases the goal relevance of performance (Blascovich et al., 1999). The presence of others 'increases the value of task performance; performing well in front of an audience can lead to praise and recognition and performing poorly can lead to negative outcomes, such as embarrassment and shame' (Seta and Seta, 1995, p. 97). Similarly, 'the presence of the observer precedes and influences the mobilization of temporary energy resources' (Cacioppo and Petty, 1986, p. 663). What is clear is that the presence of others increases task performance; the added pressure might not be by favored by the subject but does motivate the subject for the task at hand.

## Cognitive Evaluation Theory and Social Cognitive Theory

Building on the social pressure of the last section, social cognitive theory provides a framework for understanding, predicting and changing human behavior. The theory identifies human behavior as an interaction of personal factors, behavior and the environment (Bandura, 1977; 1986). 'Perceptions are guided by preconceptions. Observers' cognitive competencies and perceptual sets dispose them to look for some things but not others. Their expectations not only channel what they look for but partly affect what features they extract from observations and how they interpret what they see and hear' (Bandura, 1986, p. 56). Three types of self-influences mediate the relationship between goals and performance (Bandura and Cervone, 1986). These influences are self-satisfaction, self-efficacy and the regulation of internal standards.

Bandura's social cognitive theory stands in clear contrast to theories of human functioning that overemphasize the role that environmental factors play in the development of human behavior and learning' (Pajares, 2002). The foundation of *reciprocal determinism* presents the view that personal factors come in the form of cognition, affect and natural events. Behavior and environmental influences create an action that is *triadic reciprocally* (Bandura, 1986). Bandura altered the label of his theory from social learning to social 'cognitive'. The main reason for this change was to demonstrate that cognition was the key here, not the social learning aspect of the other theories. Bandura placed emphasis on the role of constructing reality, self-regulating, encoding information and performing behaviors (Pajares, 2002).

Cognitive evaluation theory (CET) has external factors, such as tangible rewards, which are motivation tools. According to CET, the basic factors of intrinsic motivation are the psychological needs for autonomy and competence. The effect of an event, such as an incentive, depends on how it affects perceived self-determination and perceived competence of the subject. Events that permit need satisfaction tend to increase intrinsic motivation. On the other hand, those that thwart need satisfaction tend to decrease intrinsic motivation (Deci and Ryan, 1999). CET 'proposes that rewards can be interpreted by recipients primarily as controllers of their behavior or, alternatively, as indicators of their competence' (Deci,

Koestner and Ryan, 1999a, p. 628). The controllers, such as deadlines, surveillance and evaluations have the effect of autonomy and allow the subject to have a sense of causality from the internal to external state and undermine intrinsic motivation (Gagné and Deci, 2005).

## **Locus of Causality**

Locus of causality refers to the cause of an event, whether the stimulus is from the internal source or the actor is from the external source. 'Kelly's co-variation model (1967) suggests that internal attributions are more likely when observers perceive that there is something different from one individual to the other in their performance, adding to the idea of low consensus' (Lepine and Van Dyne, 2001). The performance of this individual is normally the same in most of the tasks, which is noticed by the observer. The tasks at hand represent a low distinctiveness and time is normally consistent. External attributions are more likely to occur when an individual's performance is similar to others' high consensus and when the performance occurs only in a particular task of high distinctiveness and low time consistency (Lepine and Van Dyne, 2001).

CET highlights the feeling of competence and autonomy, which are important factors in intrinsic motivation. Specific factors can affect work roles. For example, more difficult tasks increased intrinsic motivation (Danner and Lonky, 1981). 'Positive feedback in work roles facilitated intrinsic motivation by promoting a sense of competence when people felt responsible for their successful performance' (Deci, 1971). The underlying idea of CET is the notion that people need to feel free and be competent. Social factors play an important role, at times diminishing feelings that undermine intrinsic motivation and leaving people either controlled by contingencies or incomplete (Gagné and Deci, 2005). Intrinsic motivation has been controversial from the time it first appeared in literature (Deci, 1971). Recently, meta-analysis presented research found that tangible rewards undermine intrinsic motivation (Deci and Ryan, 1999). About five years later, research suggested that rewards would not undermine intrinsic motivation if they did not deactivate implicit motives related to task enjoyment (Kehr, 2004). In both cases, the jury is still out. In intrinsic motivation as

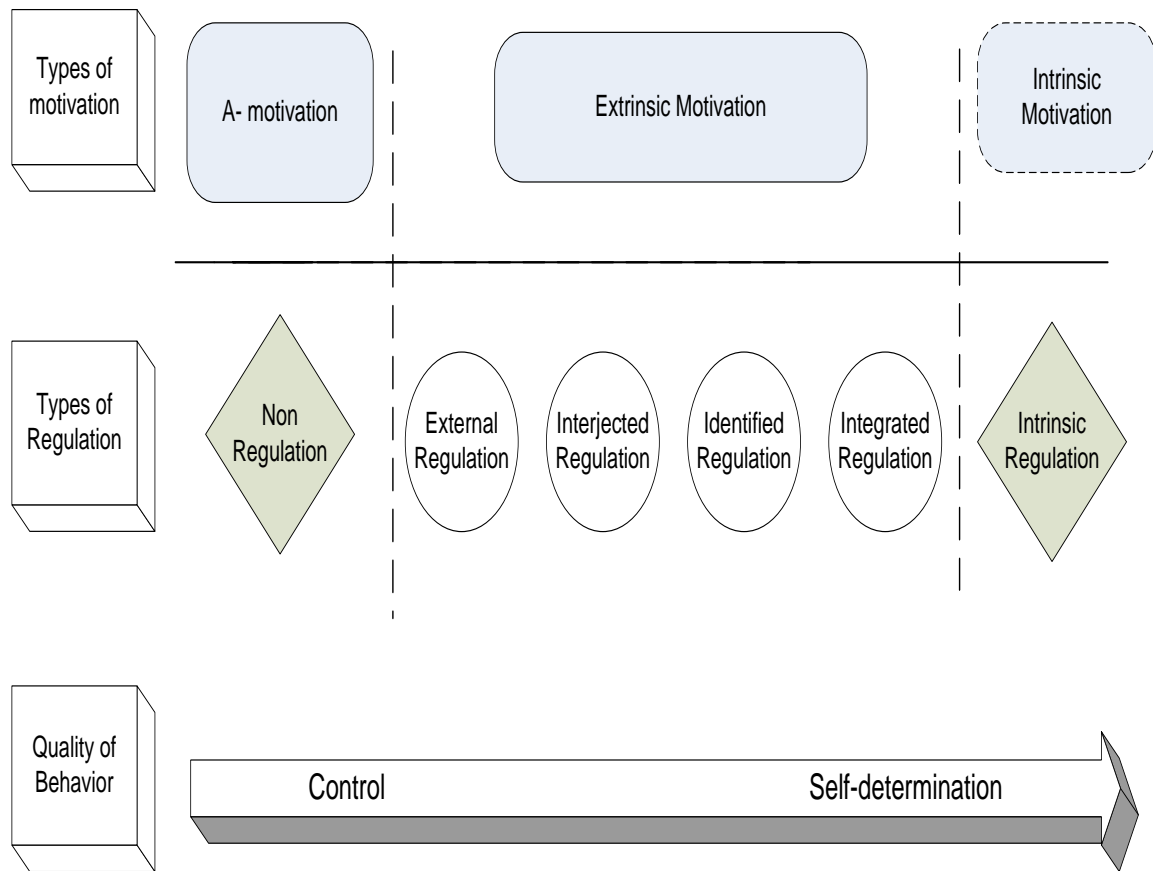
it pertains to cognitive thought, ‘the very conception of cognitive meaning, intellectual significance, is that things in their immediacy are subordinated to what they portend’ (Dewey, 1925, p. 128). Considering this and that cognitive processes inside organizations ‘can lead to theory and research that portrays organization members as cognitive stick figures whose behavior is unaffected by emotions’ (Mowday and Sutton, 1993, p. 197). This thinking is beginning to fade, and there is a new line of research dealing with motivation, moods and emotions within the workplace.

Cognitive evaluation theory is considered to be one of the seven traditional theories of motivation in organizations (Ambrose and Kulik, 1999). However, there are a couple of detractors from the theory. First, most of the research was conducted inside a laboratory and not inside organizations or work roles. The theory was hard to incorporate into the behavioral and expectancy-valence approaches, and managers would have had to choose between empowering and promoting intrinsic motivations while minimizing extrinsic motivational factors. This proved to be impractical and thus, the originator created a new theory called Self-determination theory (Ryan and Deci, 2000).

## **Self-Determination Theory**

Self-determination theory (SDT) is a macro-theory of human motivation concerned with the development and functionality of personality within social contexts (Ryan and Deci, 2000). Central to SDT is the distinction between autonomous motivation and controlled motivation. Autonomy involves acting with a sense of volition and having the experience of choice. SDT postulates that autonomous and controlled motivations differ in terms of the underlying regulatory processes and the accompanying experiences.

Deci and Ryan's model highlights the types of motivation below:



**Figure 5: SDT Model (Source: Deci and Ryan, 2000)**

SDT further suggests that behaviors can be characterized in terms of the degree to which they are autonomous versus controlled (Gagné and Deci, 2005). Within SDT, 'the concept of basic psychological needs, which are innate, universal and essential for health and well-being are a natural aspect of human beings that apply to all people, regardless of gender, group or culture' (Ryan and Deci, 2000). The basic psychological state provides the basis for foreseeing the aspects of the environment from a social point of view. This will support intrinsic motivation and facilitate internalization of extrinsic motivation of the subject. It is important to note that the SDT model of internalization is not a stage theory, and it 'does not suggest that people must invariantly move through these 'stages' with respect to particular behaviors. Rather, the theory describes these types of regulation in order to index the extent to which people have integrated the regulation of a behavior or class of behaviors' (Gagné



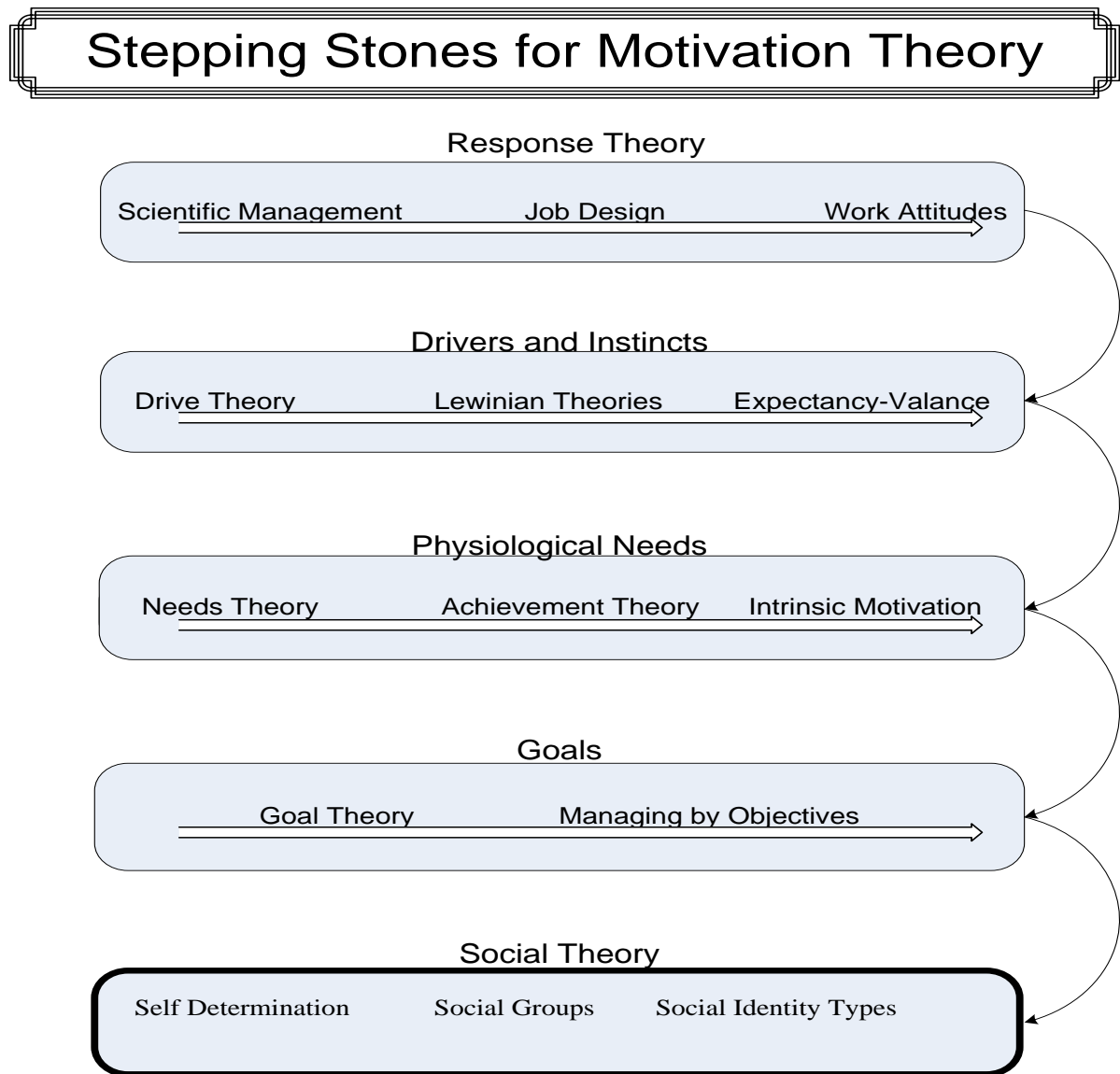
and Deci, 2005). As such, SDT proposes that, under the best conditions, the subject can adopt and blend into their surroundings or can integrate an existing regulation that had been only partially internalized.

One of the major differences from the traditional needs-based theories is that SDT defines needs differently. 'SDT, with respect to organizations, promotes satisfaction of the three basic psychological needs to enhance employees' intrinsic motivations and promote full internalization of extrinsic motivations. This will, in turn, yield the important work outcomes' (Gagné and Deci, 2005). There are six different ways this can occur (Gagné and Deci, 2005): (1) persistence and maintained behavior change; (2) effective performance, particularly on tasks requiring creativity, cognitive flexibility and conceptual understanding; (3) job satisfaction; (4) positive work-related attitudes; (5) organizational citizenship behaviors; and (6) psychological adjustment and well-being.

## **Summary of Literature Review**

The literature has reviewed many different areas of work motivation and placed the literature into five main clusters and broken them down into individual theories (Vroom and Deci, 1970). Some of the clusters deal with one aspect more than another, such as psychology, managerial science and philosophy. The three fields are tied together, which is the first conclusion of the literature. The first section of the review deals with responses, drivers and needs theories, and in this line of theories, motivation and prediction are related. The latter part of the review emphasizes two branches: The first deals with the motivation process, which consists of reinforcement theory and operant theory. The second focuses on goals, expectancy and social influences theory. Figure (6) on the following page diagrams the process of the literature review.

The clusters have been grouped in such a way that the last builds on the first. Each theory is assumed to be a stepping stone for the other until the last theories, especially social identity theory, are met, creating the main focus of the research.



**Figure 6: Theoretical path Figure (Source: C. Turnbull)**

To explain, shape and understand motivation in the 21<sup>st</sup> century, one needs to look into several factors, such as the physical and psychological needs of a person. Traits, drives,

values, societal culture, job design, cognition and goals all play an important part in motivation in the 21<sup>st</sup> century. The classic theories of work motivation have appeared with groundbreaking impact for the past half century. For example, Maslow's need theory, Vroom's expectancy theory and Locke and Latham's goal-setting theory all had and still have an impact on the topic of motivation. At this moment, however, there seems to be a need to update the research and theories on work motivation (Steers, Mowday and Shapiro, 2004). This trio recently recognized the limitations of current theories and research in work motivation and issued a call for groundbreaking papers for publication in a special edition of the *Academy of Management Review* in 2004. It is too soon to assess whether any of the papers published as a response to the call will provide the new insight, but it is clear that the topic of work motivation requires additional research.

The last block of theories have been building on the others and certainly have the greatest impact on the research. These are considered the most important aspect of the research, including the social factors and environment around the person. In the past, these aspects have not been given enough deliberation, and motivation theories placed significance elsewhere. Social group theory and social identity will be explored in the aspects of typologies. In the review, it was concluded that all the theories blanket the entire population and do not segment a certain group. The conceptual framework will explain the process of how the research will be followed.

## **Conceptual Framework**

The conceptual framework explains the research's approach towards work motivation. The framework is like a travel map that can be read and followed to a conclusion. The framework explains how far apart different concepts are and helps to formulate an idea of how long it might take to get from one point to the next. The framework of the research aided in explaining the route that has been taken and the use of certain methods over others to arrive at a certain point. With a conceptual framework, the process of theory building can explain why one approach or path was used and what the researcher would like to explore or discover. The framework has four main aspects: a historical aspect, which is the foundation

of the literature that was reviewed; a cognitive way of approaching the emerging problems in work motivation; the method in which the data was collected; and the analysis and process taken to get the results. The results take into account the three other aspects in order to form a conclusion on work motivation.

### **First Aspect of Framework: Literature Background on Work Motivation**

The conceptual framework underlies certain aspects of philosophy, classical and modern theories of motivation, methodology and data collection. The first aspect of the model is the wide range of the different aspects of work motivation, which placed five of the most relevant theories of work motivation into the clusters of work motivation that have been reviewed.

The conclusions include that two theories dominate the motivation literature: goals and social theory. The behavior inside social groups has played an important part in developing modern theory and so has behaviorism and expectancy theory, but they have been overwhelmed by goal setting and social theories. Various scholars have tried to define motivation, and nearly all of them focus on enhancing and sustaining an effort towards some goal or behavior at the social level (George and Jones, 2002). Today, there is recognition of the importance of goals and social theory; whereas, the behavior inside social types, as well as the shared interactions among cognition, affect behavior (Latham and Pinder, 2005) and shape the thinking of work motivation within a certain type of person. While the review concludes that the two theories have the most weight behind them, it is important to consider that the theories are not the be all and end all of the review.

Another conclusion that can be drawn from the literature is the fact that most of the reviewed theories in psychology and managerial sciences mention that not all theories can cover the entire population. However, the literature does point out that if you can separate and identify parts of the society, you have a better chance of using the correct theory for the

right person in the right setting. However, most, if not all of the theories fail to do that. Having conducted the review, this finding will be elaborated on later.

## **Second Aspect of the Framework: Interpretation Foundation**

The second aspect of the framework is to expand on the significances of goals and social theory within the reviewed theories to see how subjects interpret these. In this case, the subjects will be business students. The concept of a blanket work motivation for everyone is complex to say the least, and the literature review supports these findings. Trying to understand and interpret the meanings of ‘work motivation’ is the goal. The emphasis is placed on the individual’s work motivation and not on one stimulus or on one environmental factor. From there, the results will be grouped into types. An important aspect of the research project is the ability to interpret the information that has been collected via the data collection process. Thus, a qualitative data collection method will be used along with the foundation of phenomenological philosophy, which provides the backbone of interpretation. Works from Husserl and Alfred Schütz will be explored and expanded upon in order to build a good theoretical foundation of interpretation and understanding in social science with respect to work motivation.

Building on the foundation of the literature that has been reviewed, applying the second aspect of interpretation to the framework and using the third facet of the framework that contains the research questions and data collection, has allowed the research to be open and flexible in thinking, data collection and data analyzing. Having the foundation of phenomenology and the literature review has built confidence in the research and readings, not only in the individual fields of managerial science and philosophy, but the two fields combined, which have made moving to the next stage of the research richer and more gratifying. The interaction with the research subjects has been a building process similar to the way the literature review was structured.

### **Third Aspect of Framework: Interaction with the Research Subjects**

Building on the two other aspects of framework and considering how important each of them are, the research now turns to the interaction with the subjects, which formulates the research questions. In practical terms, the qualitative research method provides the researcher the opportunity to make sense of and interpret the phenomena. The interaction of the researcher involves the collection of a variety of personal, introspective experiences via interviews, direct observations and visual texts that describe routine and problematic moments and meanings in individuals' lives. The conclusion of the research study will include and be transformed by drawing upon all three aspects and using them to formulate a conclusion from the results of the research study. The importance of the three fields led the way in which the data was collected, analyzed and interpreted. The research questions are the jumping-off point for the interaction of the research.

### **Research Questions**

The research study will explore work motivation as it pertains to the newest entries in the workforce, the graduating business students. The research questions take into consideration the framework that focuses on discovering and exploring the meanings that are created by graduating business students on the subject of work motivation.

Woven into these questions are certain philosophical aspects that cannot be overlooked in the formulation and structure of the questions pertaining to work motivation. The research questions are the driving force behind the collection of data. This data will provide information to create a new theory on work motivation. Having a foundation that is rooted in complex and sophisticated thought, creates a strong foundation and brings it to the forefront in the research questions and data collection part of the research study, which is essential to the success of understanding and interpreting phenomena of work motivation.

Chapter III will address the issues on interpretation, phenomenology and qualitative inquiry. Below are the research questions in which the research study.

Research Questions:

1. What are the differences, if any, in work motivation of current business students?
2. Can current business students' motivation be related with different theories of work motivation?
3. Has the Financial Crisis of 2008-2010 affected current business students' motivation?
4. Do current business students have entrepreneurial ambitions?
5. What are current business student's expectations in areas of leadership, salary compensation and communication?

Within one part of a population, there are differences when it comes to motivation (Locke and Latham, 2004). These questions are just the tip of the iceberg and will lead to further questions. The goal is to seek meaning from these questions and the subsequent responses; thus, providing information that will help interpret the meanings of the words by the respondents.





## Chapter III: Philosophical Foundations

### Introduction

The German philosopher Friedrich Nietzsche wrote in the preface of the *Dawn* that ‘in the midst of an age of ‘work’, that is to say, of hurry, of indecent and perspiring haste, which wants to ‘get everything done’ at once, including every old or new book; this art of philosophy does not so easily get anything done; it teaches to read well, that is to say, to read slowly, deeply, looking cautiously before and aft, with reservations, with doors left open, with delicate eyes and fingers’. Nietzsche’s words ring a tone of truth that is deafening. The general path of the inquiry in the research contains a certain philosophy on the subject of motivation and has proven that nothing is easily done, and in the process, the words of Nietzsche, which have taught the researcher to read well, slowly and deeply come full circle. The fundamental aspect of the dissertation is not restricted to any particular subject matter per se, but will hold firm to the basic line that the research questions stem from a careful review of the literature in motivation. The review has led to a deeper understanding of the need for philosophy in research as it deals with work motivation and understanding and interpretations on many levels. Philosophy will lead to a way of thinking that seeks to understand, interpret what is understood and create a useful, pragmatic and inductive conclusion to the data collected. The philosophical aspect of the research will be limited to a few main philosophers in order to have a better understanding of how to interpret meanings of words by the subjects in the research study.

### Philosophical Perspectives

As American pragmatist John Dewey alluded to in his work in 1922, which as the natural sciences demonstrate daily life as reality, there is a certain element of the human mind that the human grasp of reality never can be that of God’s understanding. Hopefully, via research, we as a society of researchers might move increasingly towards a greater understanding and interpretation of how the world works. Understanding and interpretation

of work motivation is the goal of this research, and how the research is conducted to find these answers is more complex in nature. Often, research is thought of in a methodology perspective. To clarify this aspect, the ideas encompassed in grounded theory (Glaser and Strauss, 1967; Strauss and Corbin, 1990) are explored in a later chapter. This will provide a foundation for the methodology. In the following section, phenomenological perspective will be expanded upon as it deals with interpretations and meanings.

## **Phenomenological Perspective**

The research study focus is placed on being pragmatic and centered on general phenomenological perspectives to elucidate the experiences, meanings and interpretations of the research subjects. To clarify, ‘phenomenologists are rigorous in their analysis of the experience so that basic elements of the experience that are common to a member of a specific society or all human beings can be identified. This last point is essential to understanding the philosophical basis of phenomenology, yet it is often misunderstood’ (Eichelberger, 1989, p. 6). There are often a lot of terms and definitions when research comes into contact with the theories of phenomenology. ‘Often confused are the differences of a phenomenological study and the focus on descriptions of what people experience and how they experience what they experience’ (Patton, 2002, p. 107). A component of the research being undertaken draws philosophically from the concepts of understanding the German philosophical tradition, which tries to understand (*verstehen*) and interpret the meaning of the research subjects’ (actor) experiences of a phenomenon. By understanding the complexity of human experiences, it allows a deeper understanding of the meaning of the participants’ experiences. These meanings allow the research to understand the phenomena they present (Gibson and Hanes, 2003, p. 201).

Researchers, at times, are misled into thinking that they are using phenomenological perspectives when they are not. Point in case, a phenomenologist assumes a commonality in human experiences and must rigorously use the method of bracketing or epoche to search for those commonalities (Eichelberger, 1989, p. 6). In short, conducting a study with a

phenomenological focus is different from using phenomenology to philosophically justify the methods of qualitative inquiry. The implications are drawn from the thought that ‘what is important to know is what people experience and how they interpret the world’ (Patton, 2002, p. 106). The interpretation of the experience people give to a subject is at the heart of this research.

## **Philosophical Fields**

Traditionally, philosophy includes at least four core fields: ontology, epistemology, ethics and logic. In this case, phenomenology would be added to create the fifth item. Ontology is the study of beings, epistemology is the study of knowledge and one comprehends things, ethics is the study of right and wrong and how one should behave, logic is the study of legitimate reasoning and phenomenology is the study of our experiences. Clearly, any one of these fields can be argued as a way of conducting research, but for this research and given the goals and research questions, the approach and emphasis is placed on phenomenology.

Phenomenology stems from the Greek word *phainomenon* and logos, which signifies the activity of giving an account. The concept of phenomena contains the idea of pictures as opposed to simple objects; remembered events as opposed to perceived and mathematical objects (Sokolowski, 2000). Within the world of phenomenology, all such phenomena can be explored when it is realized that consciousness is conscious of something. This something creates a difference, and with this line of thinking, it departs from classical texts written by classical philosophers, such as Hobbs and Locke and their views on knowledge (epistemology).

## **Knowledge-Epistemology**

Often the word knowledge (epistemology) is brought into philosophical debates with words or meanings. Having an understanding of how knowledge and consciousness affect language, writings and philosophical aspects of the research subjects was crucial in order to enhance the quality of the research. To understand the differences between words and

philosophical writings, 'language analysts believe that there are no genuine philosophical problems or that the problems of philosophy, if any, are problems of linguistic usage or of the meaning of words. There is, however, at least one philosophical problem in which all thinking men are interested. It is the problem of cosmology. The problem of understanding the world, including ourselves and our knowledge, as part of the world. All science is cosmology, and the interest of philosophy, no less than science, lies only in the contributions which it has made to it' (Popper, 1959, p. 19). Popper eludes that there is a problem of understanding the world and ourselves and that of cosmology, which helps understand the world. He states, 'Free thinking . . . is critical thinking—dogmatic thinking is not free. Under free thought, one can only understand thinking 'without prejudices', that is, thinking which judges states of affairs, without presupposing the result (the judgment) of judging; critical thinking is also thinking with foundations; it is active, spontaneous and autonomous thinking, in contrast with dogmatic thinking, which does not touch the accepted (adopted) judgment' (Popper, 1927, p. 10). This quote, along with the previous one, is important in the discussion of items that are relevant in this research from a philosophical perspective, such as the concept of epoche and inductive reasoning. Popper is on the other spectrum of philosophical thought in his later writings, but his works cannot be discounted as they highlight the problems with science as well as the understanding and interpreting of matters. Critical thinking and judging without presupposing the results of a hypothesis is crucial to improving the sciences, and Popper points to these issues in his works.

## **Phenomenology Knowledge**

Phenomenology as 'knowledge as it appears to consciousness, the science of describing what one perceives, senses and knows in one's immediate awareness and experiences. It is important to consider the subject without the world as an empty truth' (Moustakas, 1994). The experience garnered by this kind of knowledge of a person is the most concrete and powerful source of information. It is also the most intricate and hardest to obtain. The elucidation of this knowledge from the subject in their meanings brings in the aspect of self-imputation (Moustakas, 1994). This type of thinking brings the research to the works of

Edmund Husserl's phenomenology. The epistemological reference point is challenging to interpret since it deals with a person's consciousness and knowledge. 'Knowledge, as Husserl calls it, stems from the process of ideation (the process of forming ideas), which transforms the individual's experiences into meaning that creates certain phenomena for the individual' (Kockelmans, 1967, p. 80). The individual's knowledge, as accepted by Husserl, is the existence of these phenomena as 'reality as intended' it to be, which must be understood by the researcher within the context of a 'world as intended'. The subject of the life world as Alfred Schütz describes it will be addressed later in the chapter. Understanding the world as intended is the fundamental aspect of phenomenology and the philosophical perspective of this research.

## **Hermeneutics**

Hermeneutics is the theory and practice of interpretation words. It is believed in some circles that the word derives from the Greek god, Hermes, whose task it was to communicate messages from the gods to the ordinary mortals. In classic texts, Aristotle used the term *hermeneias* in the title of one of his works *On Interpretation*, or *Peri Hermeneias* to designate how the logical structure of language conveys the nature of things in the world (Van Manen, 1990).

In modern day usage of the concepts of hermeneutics, some academics treat hermeneutics as the scientific method of analyzing texts to determine the author's intended behind the written words. 'Hermeneutics inquiry is the process of internal searching for a discovery about the nature and meanings of experiences. It is a method or process that furthers the investigation and analysis of texts' (Moustakas, 1990, p. 9). Hermeneutics is presented throughout the process of understanding a certain phenomenon with increasing depth and interpretation. It fosters a growing awareness and knowledge that incorporates a creative self-process and self-discovery. The main point of heuristics is concerned with meanings and not measurements. It is concerned with essence, not appearances (Douglas and Moustakas, 1985, p. 42). The heuristic approach is an adaptation of phenomenological inquiry, but it explicitly acknowledges the involvement of the researcher to the extent that

they lived experience of the researcher becomes the main focus of the research. The focus of this approach is the transformative effect of the inquiry on the researcher's own experience (Hiles, 2002).

In conducting the research from the initial conception and throughout the investigation, the heuristic research approach involves a self-search, a self-dialogue and a self-discovery of the researcher. The research questions and methodology flow out of the researcher's inner awareness, meaning, inspiration, experience and knowledge. 'The primary task is to recognize whatever exists in the consciousness as a fundamental awareness to receive it, accept it, support it and dwell inside it' (Moustakas, 2001, p. 263). 'Heuristics is a form of phenomenological inquiry that brings the researcher to the forefront of personal experiences' (Patton, 2002). The researcher is not on the sidelines. In fact, it is quite the opposite. That is the beauty and the danger of this type of research.

In some classic texts, foundations for modern-day thinkers of heuristic inquiry can be applied to social sciences, managerial sciences and phenomenology (Maslow, 1954, 1966). Phenomenology becomes hermeneutical when 'the methods are taken to be in interpretive form and not descriptive form' (Van Manen, 2002). Interpretative form is in the realm of Heidegger and his phenomenology framework, which he argues that all description is interpretation. To add to Heidegger's work, 'every form of human awareness is interpretive' (Van Manen, 2002) and 'appreciating hermeneutics as a living tradition is not, in the end, a matter of identifying a theory or a family of theories. It is fundamentally a matter of perceiving a moving horizon, engaging a strand of dialogue that is an ongoing re-articulation of the dynamically historical nature of all human thought' (Ramberg et al., 2008). Human thought and dialogue has always captured scholars' thoughts. Trying to understand and interpret how others think and process certain situations is part of our knowledge. Within an interpretive epistemology such as hermeneutics, the foundation has been cemented for theory-building methods, such as grounded theory, which is understood to be heuristic and not predictive in nature (Charmaz, 1994). This theory holds many views in common with phenomenology, and this thought emphasizes a focus on people's subjective experiences and interpretations of the world.

## Phenomenology

Phenomenology, most simply, is the focus on exploring how human beings make sense of experience and transform experience into consciousness, both individually and as shared meaning (Patton, 2002, p. 104). The study of conscious phenomena is an analysis of the way in which things or experiences show themselves. The term 'phenomena' derived from the Greek verb, means to show oneself (Sanders, 1982). A simplified definition that concisely articulates the idea of phenomenology is to seek and to reveal how human awareness is implicated in the production of social action, social situations and social worlds (Natanson, 1970).

Edmund Husserl, one of the fathers of phenomenology, was a German mathematician who felt that the objectivism of science precluded an adequate apprehension of the world, (Orleans, 2001) which can be found in his works (Husserl 1931, 1970). Orleans points out that Alfred Schütz came upon some problems in Max Weber's theory of action and Husserl's theory of subjectivity. Schütz entered the domain of sociology and distilled from Husserl's dense writings a sociological approach that is relevant to research and philosophy that seeks to take a real-world phenomenon and try to understand it from the subject's perspective (Schütz, 1966). These two men and their writings on the subject of phenomenology is where the basis for this research begins. Schütz set about describing how subjective meanings give rise to an apparently objective social world. Schütz's ideas on the subject of phenomenology are formulated from his extensive writings: (Schütz 1962, 1964, 1966, 1970; Schütz and Luckmann, 1973), which all add to the foundations of the research that allow phenomenology in the social sciences.

There are two paths of social sciences (Taylor and Bogdan, 1984). The first is positivism, which traces its roots in social sciences to great theorists of the 19th century, such as Augustus Comte and Emile Durkheim. The positivist seeks the facts or causes of social phenomena apart from the subjective states of individuals. The second is phenomenology, where the phenomenologist is committed to understanding social phenomena from the

actor's own perspective, which is the focus of the research. Max Weber's ideas on the second line of social sciences insists sociology should be centrally concerned with the subject meaning of social conduct.

Conduct is defined as the 'subjectively meaningful experiences emanating from our spontaneous life; this differs from behavior because behavior includes reflexes' (Schütz, 1970, p. 125). Drawing attention to the actor and 'his own conduct as well as the meaning sociology imputes on the conduct of the observer actor and where one could direct observation of an actor that will lead to actual understanding based on the underlying motivations for the observed action, in this case an explanatory understanding. This draws the research into paying attention to motives; the researcher (sociologist) is involved in motivational interpretation' (Weber, 1946). This has lasting impressions and impacts on the way social science handles motivation. Weber elaborates on the subjective meanings and social relationships as a way of motivational interpretation of a social action, which is meaningfully evident in the social sciences and to phenomenology.

The wide array of social sciences includes the scope of phenomenology. From the field of philosophy, phenomenology has several branches (Schwandt, 2001). For example, in the classical sense, phenomenology is defined as 'a philosophy' (Husserl, 1967). At his lecture in Paris, he claimed that 'pure phenomenology asserted to be the science of pure phenomena'. This concept of the phenomenon, which was developed under various names as early as the 18<sup>th</sup> century without being clarified, speaks about the different forms of phenomenology 100 years ago and today in the modern era. Phenomenology can also be considered as an inquiry paradigm (Lincoln and Guba, 1985).

There are many different ways that the research community perceives and views phenomenology. There is an interpretive theory (Denzin and Lincoln, 2000), where phenomenology can be considered as a social science, or in some cases, an analytical perspective (Schütz, 1967). Phenomenology is a keystone part of qualitative tradition (Creswell, 1998). Phenomenology has been considered to be a way to research matters



(Moustakas, 1994). Phenomenology may also be considered a human science method, a profoundly reflective inquiry into human meaning.

As a research perspective, phenomenology can be studied in terms of several domains of inquiry (Van Manen, 1990). Below is the separation of practical base and the theory-based uses of phenomenology.

Theory and Practical Bases of Phenomenology		
	Theory based concepts of Phenomenology	Practical Based Concepts of Phenomenology
Separating Areas	Distinguishes various traditions or orientations such as transcendental, existential, hermeneutic, and language phenomenologist	The more procedural dimensions of phenomenological inquiry can be explored in terms of coding methods and interpretative methods.
Probing and Findings	Phenomenological inquiry probes and draws from different sources of meaning with in the literature.	Ultimately phenomenological inquiry cannot be separated from writing.
Living Attitudes	Phenomenological inquiry can be understood in terms of the philosophical or methodological attitudes associated with the reducing data collected	Phenomenological inquiry can be studied in terms of its practical consequences for human living and how they give meaning to phenomenon.

Figure 7: Phenomenology Concepts (Adapted from Van Manen, 1990)

The breath of phenomenology ‘requires a certain level of methodological structure, carefully, and thoroughly capturing and describing how people experience some phenomenon. The research needs to know how they perceived the phenomena, how to describe it, feel about it, judge it, remember it, make sense of it’ (Patton, 2002, p. 104). However, other researchers want to think about phenomenology as one common link, focusing on exploring how human beings make sense of experience and transform

experience into consciousness, both individually and as a shared meaning of certain topics known as phenomenon. This requires methodically and thoroughly capturing and interpreting how people experience these occurrences. The important aspect of all this is that the researcher then needs to be able to talk and write about it with others.

## **Intentionality of Consciousness**

The pedigree of phenomenology has its philosophical foundation rooted in the work of Edmund Husserl. Husserl's work on phenomenology inspired the thinking of many scholars that are often cited in qualitative research literature, such as Max Scheler, Martin Heidegger, Alfred Schütz, Harold Garfinkel, Peter Berger and Thomas Luckmann. The works of these scholars and philosophers helped to develop various movements in the social sciences. It is noteworthy to point out that the French philosopher Descartes had an influence on Husserl in the development of epoche, which is an important aspect of phenomenology.

Husserl used words 'transcendental' and 'phenomenology' interchangeably to describe the special method of the eidetic reduction, which is used to describe the phenomena. Through the method of imaginative variation, the invariant or eidetic aspects of a particular phenomenon are explicated (Van Manen, 2000). Another major concept of phenomenology is the idea of intentionality. This is the act of consciousness as we perform every experience we have. It is the idea that we are aware of what we are doing, making the act intentional (Smith, 1982).

Intentionality of consciousness is a core concept in phenomenological thought. 'In the phenomenological sense, everything encountered and experienced in the world requires consciousness and is done intentionally' (Smith, 2009). Husserl claims that the 'ideal of a pure phenomenology will be perfected but needs to be separated sharply from psychology at large and, specifically, from the descriptive psychology of the phenomena of consciousness'. Husserl defines it, 'intentionality as meant that all our thinking, feeling and acting are always about things in the world'. Husserl borrowed the notion of intentionality from Franz Brentano in order to explain the intentional structure of all consciousness.

Husserl claims that ‘consciousness is intentional because it is directed at an object or experience being apparent and provides that only admission to human beings have to the world. We can only know based on what we experience, and what we experience is inextricably related to the consciousness we have of it’. Applying this concept in the phenomenological sense refers to a theory of knowledge rather than a theory of action. Thus, intentionality is mental and represents the conscious relationship we have to an object or experience (Sokolowski, 2000). Looking at the complex ideas of Husserl and Sokolowski gives a better vision of the ideas of these scholars. To demonstrate how intentionality of consciousness operates at the level of meaning look at the Zamboni, a machine that resurfaces ice for hockey rinks and figure skating. Assume the Zamboni is parked in the middle of the rink and that three people see the machine: a hockey player, the driver of the Zamboni and a female fan. While each person sees the same Zamboni, it is likely to be interpreted differently. Investigating how the Zamboni is projected and represented in the person’s consciousness helps identify glimpses of the individualized nature of meaning of the object.

To clarify, the driver of the Zamboni pictures what he has to do for the next few games, what part of the rink will need extra resurfacing and what is the best way he should handle the resurfacing to be as efficient as possible. This represents the driver’s consciousness at a refined level of meaning. On the other hand, the hockey player, who skates by the Zamboni, may wonder what happens if the machine does work. The fan’s consciousness might only wonder what the machine does. Each person defines the level of meaning differently. Every consciousness and every experience is correlated with an object. In phenomenology, it has more to do with the development of knowledge and less to do with human action. In phenomenology ‘intending’ means the conscious relationship we have to an object.

## **Eidetic Reduction**

Husserl often used the words ‘transcendental’ and ‘phenomenology’ interchangeably to explain the special technique of the eidetic reduction by means of which the phenomena are described. There are two general paths research can go down: Interpret the meaning the

subjects give to things in the world (Van Manen, 2002). Look at phenomenology descriptively (Giorgi, 1999). Giorgi writes that phenomenology is an exact science. He disagrees with the notion that phenomenology can take an interpretive approach. Phenomenological inquiry should be a descriptive method since analysis and description are really at the core of our consciousness. If we can define our consciousness, we can understand the phenomena of our world. For this research, however, the interpretive approach will be used. The research will focus on seeking the meaning of work motivation via interpretation. In the realm of social sciences, eidetic reduction has received considerable attention in disciplines outside philosophy proper. Some may have seen it as Husserl's most important methodological contribution to the natural and human sciences (Smith, 1982).

Husserl wrote about interpreting the consciousness through tangible objects and events. These are the abstracts of objects that enter the mind, making up the mental life, including perceptions, thoughts, beliefs, hopes, fears and so on. They have this characteristic feature of being 'of' or 'about' something and so giving us a sense of something in our world (McIntyre and Smith, 1989). The sense of something is the way one gives to the consciousness. Eidetic reduction is often an ambiguous term. It is the imaginative variation by which the researcher attempts to reduce a phenomenon into its necessary essences, meaning that a person needs to take out the importance of this seen object and remove what is perceived.

## **Intentionality**

Husserl explains his position on intentional reality in terms of the cognitive mental processes. The intention he refers to relates to an object in some way. This activity of relating itself to an object belongs to them even if the object itself does not. And what is objective to someone has a certain kind of acceptance in appearance, even though it may not be there within the cognitive phenomenon of intentionality (Sokolowski, 2000). This is a central concept in philosophy, the mind and in Husserl's phenomenology. Husserl calls intentionality the fundamental property of consciousness and the principle theme of

phenomenology. 'It is the most basic characteristic of consciousness: It is always the consciousness of something; it is directed toward something and determined by the intentional object whereof it is a consciousness' (Schütz, 1970, p. 318). In philosophy, the technical term intentionality 'stands for something familiar to us all: a characteristic feature of our mental states and experiences, especially evident in what we commonly call being conscious or aware' (McIntyre and Smith, 1989).

The origin of the word intentionality is from the Latin verb 'intendere', which means to point to or aim at. Husserl characterized the intentionality of mental states and experiences as a feature of each being 'directed towards something' (McIntyre and Smith, 1989).

Phenomenology, as it pertains to intentionality, does not just accept things in reality as a whimsical notion, it delineates that reality is more than 'just a thing', and there are appearances that show up as part of consciousness. 'Often this concept is confused with the idea of psychology, but it is rather ontological, in part of being 'things' such as pictures images, words, laws and social convention, all acknowledged as truly there, as sharing in being and as capable of appearing according to their own proper style' (Sokolowski, 2000, p. 15). Phenomenology, in the light of intentionality, shows differences, identities and forms in the workings of classical philosophy. It offers a clear sense in the interpretation of our consciousness from the philosophical point of view as a culminating human achievement that helps spread knowledge. Phenomenology opens the preverbal door of philosophical exploration for those who wish to practice it in research.

## **Noema and Noesis**

Husserl's theory of intentionality consists of noema and noesis. The noema is 'the appearance of an object or the phenomenon, not the real object' (Husserl, 1931, p. 258). To clarify, 'Noema is that which is experienced, 'the what' of the experience, the object-correlate. Noesis is the way in which 'the what' is experienced, the experiencing or act of experiencing, the subject-correlate. Noesis is the act of perceiving, feeling, thinking, remembering or judging' (Ihde, 1977, p. 43). Noesis sheds light on how and what we are experiencing and how we become conscious of something. Applying these concepts to the

phenomenological method, the noema is what is called the textural dimension of phenomena; the noesis has structural dimensions (Ihde, 1977). 'The application of this thought is the 'what' of an experience by the actor and now becomes incorporated with the 'act' of the actor experiencing the action. Thus, there is an inseparable relationship between noesis and noema; noesis is the manifoldness of the phenomena, while noema is its unity' (Ihde, 1977, p. 43).

Alfred Schütz built on Husserl's work as he sought to understand society within the concept of noesis (Schütz, 1962). He drew a fairly clear conclusion on the idea of noesis and society in his writings. He proposed, for example, a plan to understand our 'life-world' or 'world of everyday life', which was a way of understanding the subjective experiences of others. In terms of research, one must be aware and abstain from their natural attitude and must refrain from judgment. This idea is one of the basic ideas of phenomenology and comes from the ideas of epoche or bracketing.

## **Epoche**

Epoche is the process that helps the researcher investigate a phenomenon from a fresh perspective without imposing too much of their own meaning to their research. It is one of the most important elements in phenomenology; one must set aside their personal viewpoint in order to see the experience for itself (Katz, 1983). Epoche, sometimes described as bracketing, is considered to be a reduction and imaginative variation, but for limitation purposes, only epoche will be discussed with regard to problems with intentionality.

Intentionality has several problems. Challenges arising out of intentionality are complex in nature: 'First, explaining the sense in which our experiences are directed proves to be problematic; second, discerning the features of consciousness that are essential for the individuation of objects (real or imaginary) that are before us in consciousness (noema); third, explicating how beliefs about such objects (real or imaginary) may be acquired; and fourth, integrating the noematic and noetic correlates of intentionality into meanings and essences of experiences' (Moustakas, 1994, p. 28). All four of the issues that Moustakas

brings up have validity; however, there are certain details that counter his concerns, especially within the realm of research.

In contrast, epoche requires a new way of looking at things that forces the researcher to take account of what they see. Some scholars argued that this process needed to be defined and described (Giorgio, 1999). 'The researcher must interpret the meanings of phrases of the subject. The researcher must analyze these meanings for what they expose about the critical habitual features of the phenomenon being an intentional debate in the minds of the subjects, that allow a discover process to begin. The researcher then takes these verbal and non-verbal discoveries and places them into a theme' (Denzin, 1989). These themes or constructs congregated by the researcher will be denoted in a set of well-developed categories which is the basis for grounded theory (Strauss and Corbin, 1998).

People hold knowledge because it is in our 'natural attitude', and people hold knowledge judgmentally (Schütz, 1970). 'The natural attitude is also the mental stance a person takes in the spontaneous and routine pursuits of his daily affairs. The basis of his interpretation of the life world as a whole and in its various aspects; the life world is the world of the natural attitude' (Schütz, 1970, p. 320). Natural attitude, the fabric of innate understanding of every human being, is in possession of the natural attitude, which we acquire in our being by being exposed to the world around us. In becoming aware and coming to terms with the world, we expand our natural attitude.

### **Points of Departure: From Husserl to Schütz to the Social Sciences**

Husserl has certain constructs or themes in which he calls an intuitive presence, more or less a metaphoric concept that he applies to many different things, such as arithmetic, events and songs. He insists that if our words are to be meaningful, it must be possible for even temporal objects to be present in intuition (Husserl, 1982). Husserl's thoughts on knowledge development are rooted in the intuitive and reflective processes (Husserl, 1982). What we might envision or 'see' is intuitive and allows for a moment of clear reflection (Moran, 2000). 'Husserl believes that our perception comes from our own intuition and perception,



our experiences our awareness, our reflection is from where our meanings emerge.

Husserl's phenomenological method depends on clear and nuanced theory of distinct kinds of intentional operations (McCarthy, 1990). Husserl states that 'we can acknowledge that knowledge of the essences of things or our experiences establishes the act of intuiting and is honed by reflection from which meanings emerge' (Husserl, 1931). According to Husserl, intersubjective experience plays a fundamental role in our constitution of both 'ourselves' as objectively existing subjects, other experiencing subjects and the objective spatio-temporal world (Beyer, 2008). The spatio-temporal world of the intersubjectivity of things comes into being when we experience acts of compassion with others (Beyer, 2008). Empathy, as Husserl states, is found in teaching forms of interaction and observing social skills of the actors.

It was difficult, however, to apply Husserl's writings to man's everyday life. Husserl does not consider knowledge to be a fundamental part of human existence. Husserl does not fully consider the actor's position within his own circle, within his own world of knowledge. He does not consider relationships in the life of the actor. Our knowledge is contained in life world. Knowledge, however, is a fundamental ontology. Human experience in the life world is something that is unquestionably given with the appreciation of other individuals in their physical appearance (Schütz, 1970).

Husserl attempts to recognize and overcome the link between knowledge and interests by reduction or brackets in order to unveil the constitutional aspects of reality. This is in transcendental experiences, which does not include the social means (Pressler and Dasilva, 1996). Husserl's phenomenological investigation of intersubjectivity is an analysis of the transcendental, which is, constitutive function of intersubjectivity. The aim of his reflections is exactly the formulation of a theory of transcendental intersubjectivity and not a detailed examination of the concrete sociality (Zahavi, 2003). Zahavi points out that Husserl's transcendental concept has some weakness in sociality.

'A social relationship will be called 'communal' (*Vergemeinschaftung*) if and so far as the orientation of social action—whether in the individual case, on the average, or in the pure

type—is based on a subjective feeling of the parties, whether effectual or traditional, that they belong together’ (Schütz, 1967, p. 6). To elaborate further, Schütz’s ideas of interaction with others, intersubjectivity, social sciences and common sense will be expanded.

## **Alfred Schütz: Justification to Social Science**

Alfred Schütz offers a particularly important critique of Husserl's view on intersubjectivity (Schütz, 1966). It is important to understand the foundation of Husserl’s ideas on intersubjectivity in order to comprehend Schütz’s analysis of the individual. Schütz states, ‘The problem of intersubjectivity is on the level of transcendental phenomenology and how it cannot be used in social science as is or is not conversant with the concrete problems of the social sciences. This fact is what hampers this philosophy in dealing with social relations and social groups’. Schütz, more than any other phenomenologist, attempted to relate the thought of Husserl to the social world and the social sciences. At the time, Husserl’s phenomenology was focused on the individual and not on the holistic picture.

Schütz extended phenomenology beyond the individual to encompass the social world and the interplay between an individual’s effort to comprehend the social world around him and the cognitive pre-structurization of this world itself (Schwandt, 2001). The key element and justification is not to describe the world around the individual but to interpret the world around the individual. Expanding on this notion and working on the individual’s meanings within the background of the life world is vital in finding what the individual gives meaning to. Seeking meaning from the individual and his natural conception of the world is ‘an experience that is established in retrospect through interpretation’ (Schütz, 1970, p. 320). Subjective meaning is the meaning that a person ascribes to his own experiences and actions for a given situation. The object meaning is the meaning accredited to the conduct of another person by an observer. All human conduct appears in a subjective meaning context (Schütz, 1970, p. 320). Within the world of the individual, there are interpretations of the manifold phenomena. They, in turn, create and form relationships, and the social world developed through the individual’s cultural experiences and relationships (Schütz, 1970b, p.

16). The relationships in the social world and the interpretations that actors give to certain phenomena are well within the realm of social science and scientific research.

Schütz clearly had a foundation when he formulated his thoughts on phenomenology and social relations. The foundation mainly drew from the work of Husserl and Max Weber. Schütz summated that reality is neither confirmed nor denied; rather it is 'bracketed' in an act of phenomenological reduction (Schütz, 1970). The reduction comes from Schütz's theorizing that the elimination of all ontological assumptions are the given processes of human consciousness and their intended objects (Heidegger and Stambaugh, 1996). The objects in the outer world are not fully understood, but as 'unities', 'sense' or 'meanings' in the 'inner world' of the conscious individual (Schütz, 1970b, p. 6). The decoding of the conscious thought by Schütz, who delineated his explanation of those of Husserl's concepts as 'attention to life,' and 'acting in the outer world', are part of our cognitive reality (Van Manen, 2002).

Schütz's work involved phenomenological psychology of the inner experience. This focused on the invariant features of the 'life-world', which was summated within social sciences. According to Schütz, social scientists developed constructs and ideal types. The meaning-contexts of life-world actors and the social scientist tested these types to determine if they were causally adequate.

### **Life World: World of Everyday Life**

The idea of the life world (Lebenswelt), as the world of lived experience, derived from Husserl's last and largely posthumously published text, which he states, 'Each life world shows certain pervading structures or styles which need to be studied' (Van Manen, 2000). Often the concepts and the development of phenomenology thought arrived inside the idea of 'life world'. As previously stated, the life world is the central idea in the thinking of Husserl, Weber and Schütz. Schütz elaborated on the concept and expanded with a well-defined thought of our consciousness (Barber, 2008). The life world arose as a philosophical issue, which is in contrast with modern sciences. Modern science and research involved

people's general thinking about universal truths. However, inside our consciousness, science must occur inside the life world. Inside the life world, truth and verification exist as their own form in accordance to a complementary form of science (Sokolowski, 2000). The concept of life world was given a worldlier, existential thrust when phenomenology was talked about as the study of being (Heidegger and Stambaugh, 1996). And Wittgenstein's notion of 'language games' explored the life world from a linguistic approach.

Husserl's notion of life world is a difficult one, but it does establish the foundation of thought for Schütz. Husserl's ideas can be looked at in two ways: First, in terms of belief and second, in terms of social, cultural and evolutionary meanings (Barber, 2008). If we restrict ourselves to a single subject of experience, the life world can be looked upon as the rational structure underlying the actor's natural attitude. 'A given subject's life world consists of the beliefs against which his everyday attitude towards himself, the objective world and others receive their ultimate justification' (Beyer, 2008). Stemming from Husserl's works, Schütz clarifies the life world and brings it to a more common level of understanding. The life world is defined 'as the total sphere of experiences of an individual, which is circumscribed by objects, person and events encountered in the pursuit of the pragmatic objectives of living' (Schütz, 1970, p. 320). This notion was then elaborated on in a sociological direction (Schütz and Luckmann, 1973).

The ideas that followed Schütz's work have had an impact on modern social sciences. He expanded and elaborated on the cognitive setting of the life world and broke it down into a discussion of subjective experiences in daily life. Schütz's analysis interpreted the individual in everyday life, which allowed for the development of a subjective theory of human action, dealing with action as a process anchored in the motivational functions (Schütz, 1970, p. 12).

## **Vernacular of Everyday Life**

The actor, as Schütz explains, is exposed to cultural material of the 'life world' in the form of language and cultural material, which the actor is interpreting as an instrument of cognition. The actor treated the language as a universal cultural medium, the everyday vernacular of people within groups and communities (Schütz, 1970, pp. 96-98). The mere aspect of language is easily discarded as a procedure, a technical facet of research. 'Phrases and syntactic forms in themselves amount to a kind of preinterpretation of the world named in these terms, but these phrases describe grammatical and syntactic forms' (Schütz, 1970, p. 18). On the other hand, these terms are endowed with particular meanings, and associational and emotional fringes surround them. 'The particular meanings; these super imposed meanings are essentially private, particular to one person or a small circle of intimates' (Schütz, 1970, p. 96). The small circles and social interactions are part of the actor's life world. They are a significant part of how the actor interprets emotional fringes. The vernacular of everyday life is primarily a language of named things and events. Any name includes a typification and generalization referring to the relevance system prevailing in the linguistic group, which found the named thing significant enough to provide a separate term for it. The vernacular can be interpreted as a treasure house of readymade pre-constituted types and characteristics, all socially derived and carrying along an open horizon of unexplored content (Schütz, 1970, p. 4). The pre-constituted types have different characteristics, even within a small group of similar actors.

## **Experience Involves into Meanings**

The foundation of meanings stems from certain constructs Schütz states, 'The objects of our consciousness are very complex mental constructs no matter how simple they seem. The formation of these constructs begins with our experience in our life and involves into meanings and that our visual perception are to be considered common sense that represent our visual inputs that are completed by our fantasy' (Schütz, 1953). These inputs are how we formulate meanings about objects and our actions. Even the things perceived in everyday life are more than a single sense representation. It is a thought object, a construct of highly

complicated nature, involving forms of time successions in order to constitute it as an object (Schütz, 1953). Schütz takes his point of view and places more emphasis on the actor's interaction within the environment. 'Knowledge of the man who acts and thinks within the world of his daily life is not homogeneous; it is (1) incoherent, (2) only partially clear, and (3) not at all free from contradictions' (Schütz, 1964). The interaction with the environment and the actor has certain constructs that the actor has accepted and viewed around him. These constructs offer clues about the actor's views on the world and his conduct within that world. The actor is void of certain constructs. He is found to be constantly following men, but if exposed, he is guided by instructions, exhortations and interpretations offered by others (Schütz, 1964). One's streams of experiences are gathered and interpreted so they can open up a world of knowledge to certain groups.

## Culmination: Schütz's Typologies

The 'natural attitude of man is where man himself operates in the 'life world' (Schütz, 1970). This position recognizes the hard facts: 'he (man) takes into account factors that affect the actions of the person as they encounter the objects around the person, the will and intentions of others with whom man has to cooperate or otherwise deal with, the impositions of customs and the prohibitions of law, and so on' (Schütz, 1970, p. 15). This stance is essentially pragmatic, prevalently utilitarian, meant to be 'realistic' and have a common sense to it. Apart figures in social interaction, Schütz suggests that the sources of socially-acquired knowledge can be seen as four ideal types:

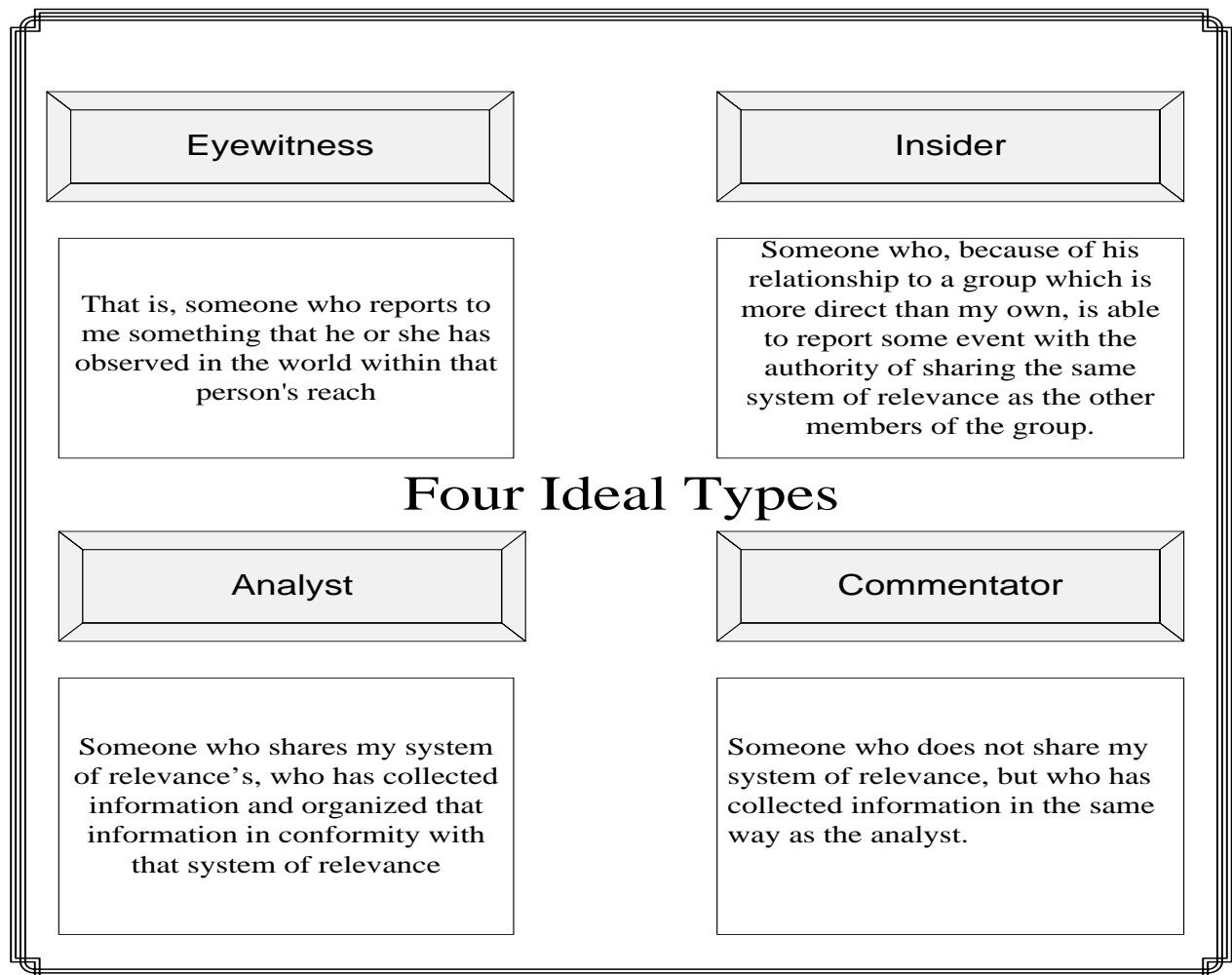


Figure 8: Four Ideal Types (Source: Schütz, 1970)

Interpretation of the meanings is the basis for phenomenological research. This differs greatly from most other types of research in which the researcher is expected to be an objective observer, remote from the subjects being studied and from the research topic itself. What is particularly interesting about Schütz's position is his recognition that the cultural or social scientists regularly reflect on those same themes in social science. This makes discussions of basic concepts and methodology between scientists and philosophers possible. In his works, Schütz established that there were phenomena that should be researched inside the lens of social science. These phenomena needed to be researched and interpreted into types.

These types derived for the purposes of how the actor receives and interprets information. Schütz stated that socially-acquired knowledge is based on rational actions. He defines rational actions as behaviors based on an antecedent project. Since Schütz defined every project as an 'in-order-thesis' or 'for-the sake-of-which' structure, it follows that every action is rational (Schütz, 1967, p. 239). 'Social actions in so far as by virtue of the subjective meaning attached to it by the acting individual (or individuals), it takes account of the behavior of others and is thereby oriented in its course' (Schütz, 1967, p. 144). These rational actions contain certain phenomena inside specific types of actors as he classified them. Schütz had done this in typologies. In order to accomplish this in the realm of social science, he interpreted the actor's rational actions.

Exploring these actions with a full understanding of phenomenological perspective and using a methodology of grounded theory enables a researcher to better understand a phenomenon. Uncovering and interpreting meanings that actors give for a specific phenomenon is justified using Schütz's methods and ideas. Schütz paved the way for phenomenological philosophy and the formulation of a new theory in the form of typologies in work motivation. Chapter IV will introduce grounded theory and the process of collecting and analyzing the data.



## **Chapter IV: Methodology and Data Collection**

### **Introduction**

The social scientist, using Schütz's theories, may continue his work in full confidence because Schütz clarified his methods, which were governed by the postulates and referred to in the preceding passages. These postulates give the researcher the assurance that he will never lose contact with the world of daily life and the actors who live every day in the world. As long as the social scientist uses and upholds the highest standards of methods, the researcher is quite right in continuing without worrying about methodological problems. 'Methodology is not the preceptor or the tutor of the social scientist; methodology is always his pupil and there is no greater master in his scientific field who could not teach the methodologists how to proceed. But the really great teacher always has to learn from his pupils' (Schütz, 1943, p.148). He continues to expand on the relationship of the methodologist and his technique of questions. 'If those questions help others to think over what they really do and perhaps to eliminate certain intrinsic difficulties hidden in the foundations of the scientific edifice, where the scientists never set foot, methodology has performed its task' (Schütz, 1943, p. 148). Schütz's concept of methodology lends itself very well to qualitative research; whereas, he places focus on questions, interactions and interpretations of meanings.

### **Qualitative Research**

The philosophical roots of qualitative research accentuate the importance of understanding the meanings of human behavior and the social-cultural context of social interaction (Patton, 1987, p. 22). Given the nature of the research, the framework outlined the nature of the research questions. The best fit for the study is the idea that it is rooted in qualitative methods. These methods are the best way to inquire and interpret a highly subjective phenomenon in work motivation. The method allows the researcher to explore and interpret the topic of work motivation as it pertains to the newest entries in the workforce.

Qualitative methods allow the focus of the research to discover and explore the meanings that are created by the graduating business students on the subject of work motivation. The objective of this research study is to inquire, understand and interpret work motivation from the point of view of business students who will be entering the work force. Various authors recommended the use of qualitative methods of inquiry to explore and interpret the highly subjective, interpersonal and transpersonal dimensions of human experience, which are not simply quantifiable and explainable (Boyatzis, 1998; Creswell, 1998; Lincoln and Guba, 2000; Patton, 2003). Work motivation has been proven to be an elusive phenomenon, and the proper tools need to be used to conduct the research.

Qualitative methods are designed around questions and problems that demonstrate the interest, involvement, and personal commitment of the researcher. 'Qualitative methods hinge on the dialogic relationship between the researcher and the actors as it enhances the process of discovery, exploration, and description of inner experiences of persons and the ways in which persons give meaning to their lives' (Moustakas, 1994, p. 41). In order to fully develop the focus of the methodology, qualitative study must be defined as 'an inquiry process of understanding a social or human problem, based on building a complex holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting' (Creswell, 1994, pp. 1-2). In qualitative research, the study turns the researcher into an instrument of data collection, an instrument that collects, interviews, documents and analyzes data inductively. The research focuses on the meaning and interpretation of informants and describes a process that is expressive and persuasive in language (Creswell, 1998). When the researcher is in the field, it allows the research to be rich in primary data and up front with the subjects.

## Qualitative Research in Managerial Sciences

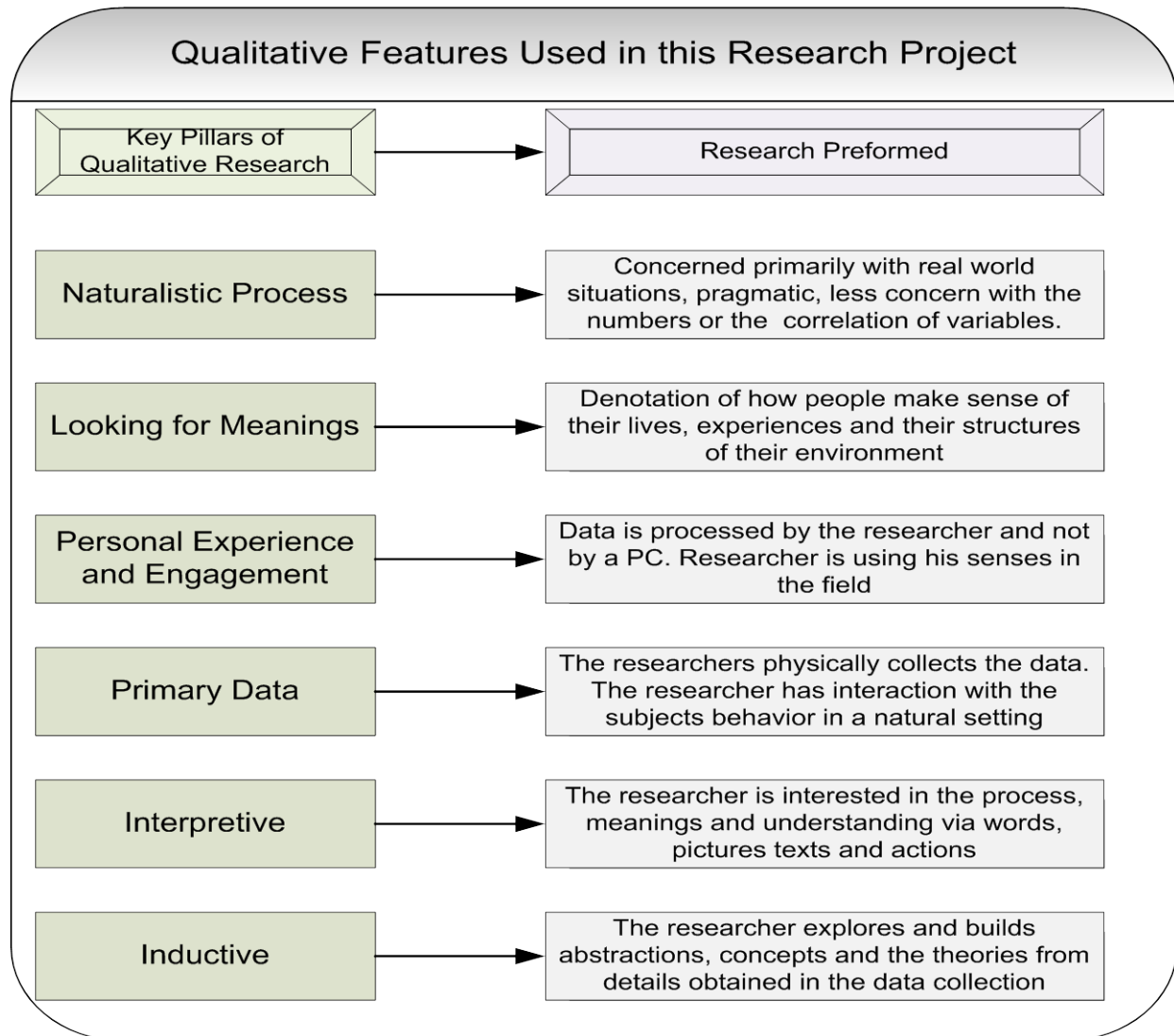
In the field of managerial science, certain books have shaped the business community from a qualitative perspective in management research (Locke, 2001), student motivation (Daniels and Arapostathis, 2005) and managers in action (Partington, 2000). Qualitative research methods are effective (Patton, 2003) as proven by books, such as *In Search of Excellence: Lessons from America's Best Run Companies* and Steven Covey's *Seven Habits of Highly Effective People* and various Harvard case studies. Qualitative research is not about counting and data crunching, as Albert Einstein affirms 'not everything that can be counted counts and not everything that counts can be counted'. Qualitative research in management and motivation all relate back to the manager and the employee (Dalton, 1959; Watson, 1977; Jackall, 1988). They have led to considerable insights in managerial science (Cassell and Symon, 2006). Qualitative management research is a conceptual device that people regularly seek to make sense of by signifying particular forms of management research. The construction of categorization of events and actions in our experiences creates concepts that are construed and ultimately defined in everyday sense making (Johnson, et al., 2007). It is becoming clear that the emergence of qualitative research in managerial sciences is taking the field in a new direction.

A qualitative approach relies on being flexible, not rigid in nature. It involves being pragmatic and entails a level of ambiguity and uncertainty as well as trust in inductive analysis (Patton, 2002). The data collected in the field consists of quotations, observations and documents. The data captures and communicates someone else's experience of the world (Patton, 2002). In doing so, the researcher has to go into the field, not sit behind a computer. The studied commitment is to actively enter the worlds of individuals, to interact with the research subjects. The researcher has to go where the action is and define field research in management as 'systematic studies that rely on the collection of original data—qualitative or quantitative—in real settings and development of research projects that centrally involve collecting data in field sites' (Patton, 2002, pp. 48-49). The framework can then be related to the stages that have come from past theories, research questions and the types of data collected and analyzed.

Qualitative methods employ an intimate and personal structure that is straightforward yet complex. The questions asked might seem simple, but they drum up years of thoughts, personal feelings and indirect and direct observations of the subject being researched. There is another school of research, which is based on empirical or numerical data and uses a deductive approach. It tends to be experimental at times. For this research, the use of quantitative methods contradicts the framework and would not interpret the data correctly. Using quantitative research methods to conduct research utilizes empirical, deductive and numerical data to interpret the results. Quantitative methods could not properly interpret the meanings of words and therefore would be the wrong method to choose here. The justification of using qualitative methods does not solely come from negatively portraying quantitative methods. Rather, the personal relationships and rapport that builds during the qualitative research interview process allows the researcher to discover the meanings they were seeking.

## Qualitative Process

The qualitative process has several key pillars, which have been drawn from Patton (2002), Creswell (1998) and Merriam (1988). The figure below is a snapshot of the pillars of research as they pertain to this project. The process is focused and driven to accomplish inductive, primary data through a naturalistic approach.



**Figure 9: Qualitative Features in Research Study (Source: C. Turnbull)**

The study of human beings is fundamentally different from the natural sciences and scientific fact-finding. Patton (1987) states that ‘men have purposes and emotions, they make plans, construct cultures, and hold certain values, and their behavior is influenced by

such values, plans and purposes. Everything that we do as men has a meaning; human actions are intelligible and able to be interpreted'. The opponents of this view, on the other hand, will maintain that human behavior is to be explained in the same manner as is the behavior of other objects of nature. The philosophical roots of qualitative methods emphasize the importance of understanding the meanings of human behavior and the social-cultural context of social interaction (Patton, 1987, pp. 20-22). Qualitative methods contain a philosophical tradition that seeks to understand and interpret the actions and meanings of mankind.

Social scientists and more precisely, phenomenologists are committed to understanding social phenomena from the actor's own perspective and trying to interpret these meanings that actors give to their actions. The question of how this occurs is often the subject of fierce debate amongst researchers. The study of texts is often questioned in the context of bias since there are personal relationships and intimate settings during the data collecting that can flaw the meanings of the words given. The research interviews, which can only happen with clear notion of the research questions, personal integrity and sincerity are often at the heart of the debate.

The qualitative process comes to light via three methods: (1) in-depth, open-ended interviews, (2) direct observation and (3) written documents, including such sources as open-ended written items, personal quotes and program records. The data from open-ended interviews consists of direct quotations from people about their experiences, opinions, feelings and knowledge. Conducting research under the qualitative approach in work motivation allows the questions about business students' experiences to be more in-depth. Qualitative research relies on being flexible, not rigid in nature. It involves being pragmatic and entails being ambiguous and uncertain while trusting in the ultimate value of what inductive analysis will yield (Patton, 2002). The data collected in the field consists of quotations, observations and documents. The data captures and communicates someone else's experiences in his or her own words (Patton, 2002).

## Concepts of Induction

In order to support the claim by Glaser and Strauss (1967) and defended by their followers that Grounded Theory is an 'inductivist' approach, the dissertation will compare Grounded Theory with two other concepts of induction and the problems that they try to solve. The three areas of induction that will be discussed are the Classic, Statistical and Qualitative Concepts (Bonet, 2005).

### Classical Induction

The rise of modern physics stemming from Galileo and Newton introduced, recuperating some of Aristotelian notions, a model for empirical sciences that was based on the following presumptions: Empirical sciences are based on observations, measurements and experiments, whose results are formulated in individual propositions 'in such an occasion this piece of iron has been heated and, as a consequence, it has expanded'. But scientific theories are formulated in universal propositions (all metals expand whenever they are heated). For solving the problem of generations, researches introduced the principle of inductions: if an experiment is repeated a large number of times and in all of them, without exception, the same kind of results are observed, then the principle of induction, leads to the discovery of an universal law and justifies that it is true. Hume's criticism of induction destroyed the idea that an empirical law can be verified (proven to be true) by empirical observation, whatever is the large number of observation. Popper's principal of falsification is a solution to the problem of induction and constitutes the epistemological foundation of empirical sciences (Popper, 1972, 1994). Popper's method of conjecture and refutation works and how empirical inquiry making use of this method can provide us with knowledge of the world while avoiding the problem of induction. According to Popper, there is no rational methodology or logic for evaluating how scientists come up with hypotheses.

## **Statistical Induction**

In this case the general subject is to generalize the numerical values from a sample to a population and it is divided in two specific problems. First, estimate the value of a statistical parameter mean average or a frequency of a population, using the corresponding value of the sample. Second, test that a statistical parameter of the population has a determined value, using the corresponding value of the sample. These forms of induction are based on the theory of probability which defines the concept of representative samples, connecting it, through mathematical proves, with the concept of random samples, and it associates the conclusions with a probability that they could be false. Statistical inferences usually require a large number of observations, but for certain applications, there are laws of small samples such as the Student Test and the variance analysis.

## **Conceptual (Qualitative) Induction**

Qualitative induction from cases and interviews, as it is developed in Grounded Theory is based on interpretations and generalizations of the concepts (names) used by the respondents, which usually are associate to anecdotes. Open coding performs these operations as the first step of theory building in this contest, the concept of representative samples of a population, such as that introduce in statistics has not been defined and probably it cannot be defined. In its place, current theories offer the notion of conceptual or analytical sampling which is characterized by the following process: previous knowledge of the researchers allowing him or her to look for relevant cases and to choose the sample with the method of constant comparisons which takes in account the similarities and differences between more clear cases. The results of the study are the identification of one or more “typologies”, which are proposed as theoretical models. The epistemological foundations of these generalizations are based on the following considerations: First this method collects an important knowledge about the case. Second, the validity of the theory or typologies is insured by the short distance between the real cases and the theoretical typologies. This point is related to the notion of the ladder of induction introduced by Francis Bacon (1561 - 1626) who criticized Aristotle for jumping from some observations to a very abstract



ontology and proposed the view of a small induction steps in the inductive ladder. Third, the generalization is justified pointing out claiming that the identified typologies are only some possible typologies and that other samples could uncover other model. So the identification of typologies is not (aiming at) the introduction of a complete classification in categories.

## **Ladder to Induction Research**

Over the past four years the researcher has been surrounded by the research subjects. As a professor, the researcher has been witness to countless number of informal conversations with business students. Being positive and upbeat with questions directed towards the students over the past four years on topics ranging from career path, motivation, course selection, masters degrees has lead to the current research study. There was always something that seems to strike the researcher as interesting and missing in the students. The focal point was always drawn back to ‘what it takes’—maybe has to do with motivation, drive and possibly positive attitude, but the researcher was unable to really fully explain this phenomenon.

Over the course of time, interest started to build; preliminary questions were formulated about general topics: life, goals, and what the future holds. But, this approach was not leading to any concrete results, but it added to the internal process of finding out more information on the modern business student. The research and researcher were lead to the process of inductive reasoning. In most situations a researcher would have some questions and create a survey instrument, but the researcher wanted to be entrenched in the minds of the student. The researcher went on to explore the topic of work motivation of business students via conversations and observations. Several conversations over the course of time took place in cafes and lunch rooms, before the formal research study began. For instances during a lunch there was a conversation with a student named Lucas, the general topic was about his future or his dreams. Lucas replied to some extent ‘Dreams, oh boy I have a lot, but I guess you need to have some dreams in life. I (Lucas) can look deep within my own heart and dream of a better situation for myself’. Lucas, speaking to the researcher mentions of ‘making it big, not just the middle class type of job and life, but of something bigger. I

want things, but not material things, I want a life, a family, a wife, I want to create and be something. My aspiration has always been to explore the different countries of the world and see what they have to offer. I've often found myself daydreaming about owning a villa in Tuscany, a beautiful region in central Italy or moving back to my home country and becoming a major employer for my fellow countrymen'. But, who knows, as we were wrapping up the conversation, Lucas turned to the researcher and stated that 'these are the dreams I have now, but as my father has told me, women change things in a man's life'. After the brief conversation, the researcher began the journey of finding out why Lucas thought like this, and why does Lucas have this big ideas and dreams of creating a company, owning a villa and coming up with a some minor goals.

A common occurrence before the formal research study began was the common coffee conversation or round-table discussions the researcher and the students would have. One student who was extremely affable in the university, always smiling and telling a joke or a story about the weekend, sat down for a conversation. His name was Johnnie, after some small talk, the researcher asked Johnnie what have saw in the future after school? A little background on Johnnie, he was a hockey player and from Sweden, he was a little bit older than the other students and had worked before coming to university. Johnnie answered that 'he just did not know; I know, I will not be playing hockey forever, actually, I think this will be my last season. I am doing a business degree, but I do not know why? I really don't want to open up a business, nor do I want to wear a suit. I am a little bit confused on what to do next, but I am positive and that is something I have going for me'. He asked the researcher if he had any suggestions. The conversation progressed for some time longer, but the important aspects of the conversation was the feeling that there is a wide range of students who are motivated, who might or might not have direction for a career or for university. These are just two examples of a long line of examples that helped formulate the process of induction.

The researcher started with some specific observations over coffee with students to broader generalizations and theories after talking and observing more with the students. Informally, this might be called 'boot-strapping' or sometimes call this a "bottom up" approach.

Bootstrapping is a situation in which an entrepreneur starts a company with little capital. In this case the researcher started with little capital and little knowledge of the subjects. The same process was used in the induction process for the research study. Over time the researcher realized that there was a phenomenon happening with business students. There was something that seemed to make sense; the general topic of exploration would be motivation towards work.

## **Research Design**

John Dewey's (1938) works helped build the foundation for grounded theory, which elaborates on the concept that a theory is not the formulation of several discovered aspects of reality that currently exist. It is worth noting that American pragmatists emphasize consequences in the antecedent conditions that precipitate from reality (Goulding, 2002). Dewey (1998) states that 'if scientific knowledge enables us to estimate more accurately the worth of things as signs, we can afford to exchange a loss of theoretical certitude for a gain in practical judgment' (p. 170). Perusing acute scientific knowledge, as Dewey points out, the researcher must be able to adapt, become flexible and pragmatic in conducting research. Dewey states that this approach to research is highly effective, flexible and adaptive. These traits lend themselves nicely to the methodology of grounded theory.

## **Grounded Theory**

Grounded theory is a general research methodology for developing theory that is grounded in data. The data is systematically gathered and analyzed. Grounded theory is firmly grounded in modernist and post positivist traditions. There are three major authors of grounded theory Glaser, (1978, 1992) Strauss and Corbin, (1990). Strauss and Corbin (1990) will be used in this research due to the process they developed, which emphasized settings, context, actions and interactions.

In this methodology, the theory may be generated initially from the data, or if existing (grounded) theories seem appropriate to the area of investigation, then these may be

elaborated on and modified (Denzin and Lincoln, 1994). The generation and development of concepts, categories and propositions is an evolving process. Strauss and Corbin, (1990) elaborate that grounded theory 'is not generated a priori and then subsequently tested. Rather, it is: inductively derived from the study of the phenomenon it represents. That is, it reveals, formulates, and provisionally verifies the systematic data collection and analysis of data pertaining to that phenomenon. The process of data collection, analysis, and theory is in an opposite relationship with each other. An important note to consider on the topic of grounded theory is that one does not begin with a theory, and then prove it' (p. 23). It begins with a goal and collection of data, and from that data, a new theory is created. Glaser (1978) states that 'grounded theory involves generating theory and doing social research as the same process' (p. 2). The relationship between bringing a theory to reality and truth is a common theme inside most of the studies found using grounded theory. The grounded theory method provides guidelines for data collection, analysis and inductive theory building; the data collection and analysis is performed in successive steps (Charmaz, 2000) during the research process. The interpretation of the data collected in one step helps focus on the data collection in the next step.

Grounded theory has been used in many diverse theories and the application of grounded theory results in explanations of important social processes or structures that are derived (grounded) in the empirical data. Grounded theory is an appropriate tool for studying organizational cultures in the studies of (Glaser and Strauss, 1967; Martin and Turner, 1986; Orlikowski, 1993; Strauss and Corbin, 1990; Turner, 1983; Rodrigo and Arenas, 2008). Grounded theory has also been used in studying organizations and the people inside the organizations—from divorce and remarriage (Cauhape, 1983) to negotiations (Strauss, 1978). Grounded theory has been used in management, marketing and accounting. Researchers have begun to explore and apply grounded research to behaviorally based problems (Blank, et al., 1991). The grounded theory approach can be used to analyze social processes that are present within human interactions.

## Elements of Grounded Theory

Grounded theory takes the approach that truth is made up of enacted theories. Addelson (1990) writes that 'theories are interpretations made from given perspectives as adopted or researched by researchers'. For the researcher, the quest for 'reliable answers' is what Dewey (1929) refers to as 'warranted assertions', honed through 'rigorous inquiry' (p. 3), and capable of standing up to the test of falsification is both a feasible project for human sciences and essential if such research is to lead to the progressive resolution of complex social problems. When referring to research Demetrio (2004) points out that 'competent inquiries' require both exacting rigor and an adequate accounting of the complexity of the subject matter at hand and focus on the actions of people in a social setting or a post positivist setting.

In post-positivist design, Karl Popper (1956) states that 'it is the problem under investigation that determines the methodologies needed for its resolution, which can only be as exacting as allowed for by the topic under consideration' (pp. 7-8). Strauss (1978 cited in Denzin and Lincoln, 1994, p.280) comments to the fact that 'grounded theory's theories are constantly becoming outdated or in need of qualification to enhance and refine the research. Strauss (1978) comments that 'we are confronting a universe marked by tremendous fluidity; it won't and can't stand still; it is a universe where fragmentation, splintering, and disappearance are the mirror images of appearance, emergence and coalescence' (p. 123). Research and grounded theory only get better with more research and practice in the field. It is clear that the foundations of grounded theory are set up in a way to grow and change with time. Grounded theory is part of a changing world; thus, nothing is strictly determined and a phenomenon is partly determinable via naturalistic analysis. This includes the phenomenon of men and women participating in the construction of the structures, which shape their lives (Strauss, 1978). Strauss (1978) comments that theories are 'embedded in history, historical epochs, eras, and moments are to be taken into account in the creation, judgment, revision, and reformulation of theories' (p. 123). This process is an intellectual process that extends throughout the entire course of a given research project. Whether pertaining to common sense or to science, Dewey (1938b) writes on the subject of research:

...no sound, mark, product of art, is a word or part of language in isolation. Any word or phrase has the meaning which it has only as a member of a constellation of related meanings. Words as representative are part of an inclusive code. The code may be public or private. A public code is illustrated in any language that is current in a given cultural group. A private code is one agreed upon by members of special groups so as to be unintelligible to those who have not been initiated. Between these two come argots of special groups in a community, and the technical codes invented for a restricted special purpose, like the one used by ships at sea. But in every case, a particular word has its meaning only in relation to the code of which it is one constituent (p. 49).

The three basic elements of grounded theory are concepts, categories and propositions. Concepts are the basic units of analysis and come from the conceptualization of data. Looking at the data, one begins to ascertain patterns, which can lead to general concepts. Glaser and Strauss (1967) state that 'in discovering theory, one generates conceptual categories or their properties from evidence, and then the evidence from which the category emerged is used to illustrate the concept' (p. 23). These concepts and theories can then be built into broader theoretical propositions, which can then be evaluated and tested. These conceptual categories can then be explored in other comparison groups, which may support the categorical concept or suggest modifications to make it more general. Corbin and Straus (1990) state that 'theories can't be built with actual incidents or activities as observed or reported; that is, from 'raw data' (p. 7). The incidents, events and happenings are taken as, or analyzed as, potential indicators of phenomena, which are thereby given conceptual labels. The labels provide a great deal of information for the researcher, and if the labels are correctly prepared in the study, they will provide first-rate research.

Data is a term that has several meanings for the modern day researcher. In Glaser dictum 'All is Data'—so what does that mean? It means exactly what is happening during the data collection process, whatever the source—interviews, observations, documents—in whatever combination. Glaser (2000) states that 'it is not only what is being told, how it is being told and the conditions of its being told, but also all the data surrounding what is being told. It means what is going on must be figured out exactly what it is to be used for, that is conceptualization, not for accurate description' (p. 145). The data is endless, and there is

always more data to be collected. The researcher knows that when the data repeats itself, it is time to stop collecting. In Chapter V, the outline for the process in which the data was collected in this research project will be discussed. The building up on categories from the data has a rich history in modern-day social sciences.





## Chapter V: Research Method

The research study will be using grounded theory, the version designed by Strauss and Corbin (1990). In their book, they set up a very structured and formal outline of procedures that, if followed, would lead to a new theory that the scientific world has accepted (Goulding, 2002, p. 156). However, this is not the case all the time as Rennie (1998) and Goulding (2002) point out. Grounded theory is attractive to researchers who want to work with language rather than numerical data. Strauss (1987) clearly states that ‘guidelines and rules of thumb are not rules. Researchers have different styles for researching, let alone different talents and gifts, so that a standardization of methods swallowed whole and taken seriously would only constrain and even stifle social researchers’ best efforts with research’. The formula used has allowed the researcher to be alive and present in the research, not only with the constraints and challenges of research settings and research aims, but with the nature of the data (Strauss, 1987, p. 7); thus, allowing the researcher to research and not be trapped in a methodological handcuff. This approach allows the researcher to be more active and in touch with the data and the subjects. This method creates an atmosphere, where data can be collected in its natural setting. Figure 10 illustrates the process used in this data collection.

Below is the framework that will be used in the research. It follows the basic concepts of Strauss and Corbin's (1990) framework as it applies to the phenomena of work motivation. It starts with the phenomena of work motivation and then follows the basic steps of grounded theory. The diagram illustrates the process used step by step during research collection.

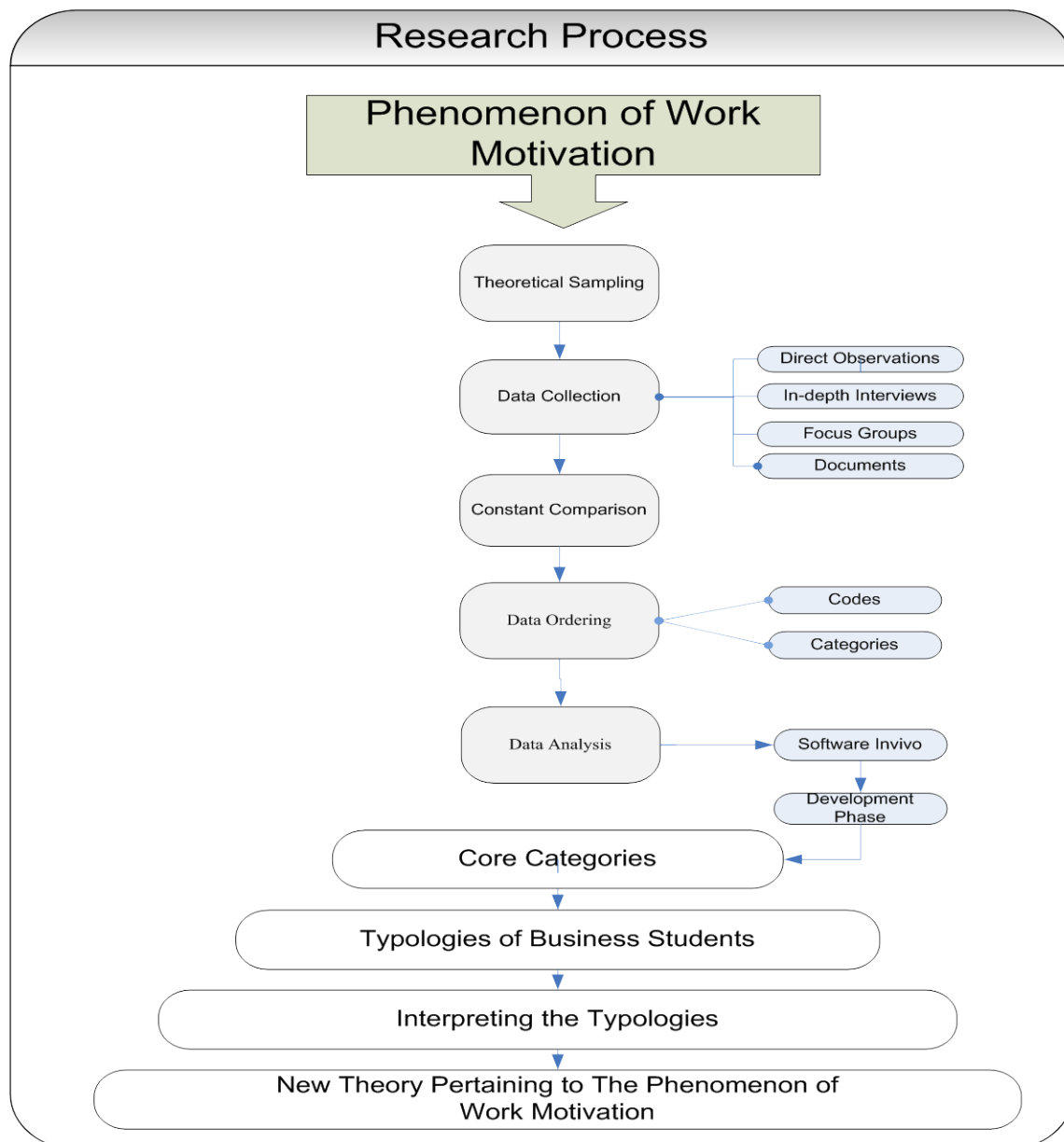


Figure 10: Research Process (Source: C. Turnbull)

The next section will explain how the data was collected and the process that was used in collecting the data through interviews, focus groups and direct observations. The collection

process will follow the diagram, staying true to the guidelines of Strauss and Corbin's (1990) framework.

## **Process: Theoretical Sampling and Data Collection**

### **Interpretation of Analysis**

In the *Concise Oxford Dictionary*, 'analysis' is defined as the 'resolution into simpler elements by analyzing'. The antonym is *synthesis*. In the *Oxford Dictionary of Philosophy*, 'analysis' is defined as 'the process of breaking a concept down into more simple parts, so that its logical structure is displayed'. In both definitions, the idea of a 'logical structure' is important in the definition, but the core concept means to break something down.

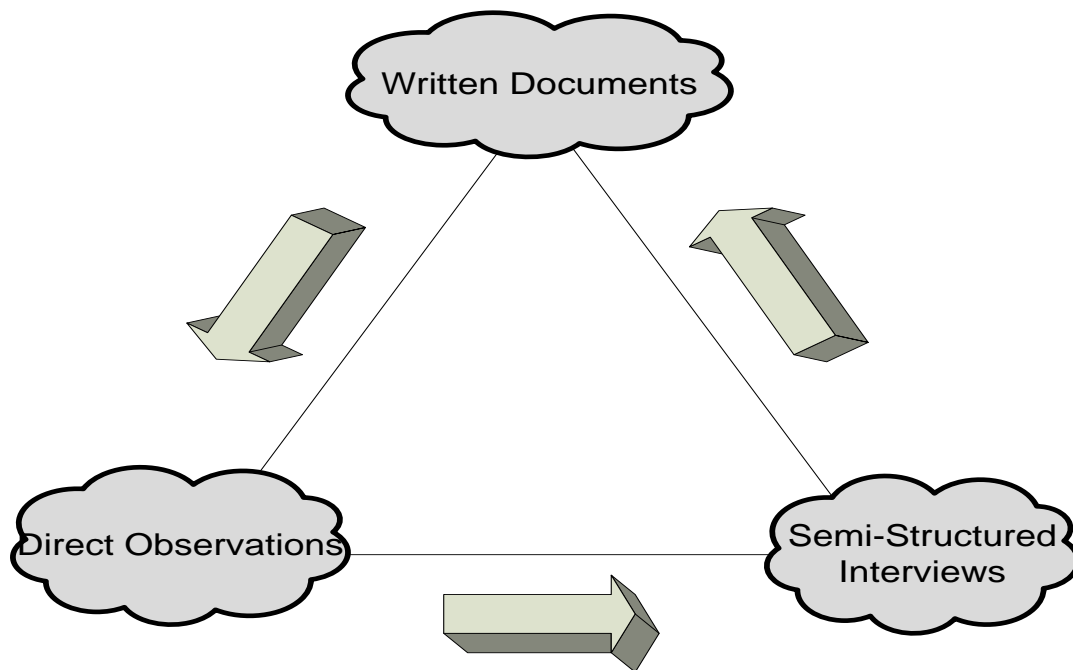
During the process of analyzing a phenomenon, the researcher may first have to interpret it in some way, translating an initial statement in order to make sense and provide a logical direction before articulating the relevant elements and structures, all while identifying the fundamental principles by means of which to explain it. The complexities that this schematic description suggests can only be appreciated by considering particular types of analysis (Beaney, 2008). While some academics view analysis as a higher order of objects' thinking that changes subjectivity, grounded theory loyalists place emphasis on the prior knowledge and experiences of a subject in order to build on their knowledge of the subject being researched.

Understanding the meaning of analysis is not simply a matter of attending to the use of the word 'analysis' or the obvious equivalents in languages other than English, such as '*analusis*' in Greek or '*analysieren sie*' in German. In Latin, '*resolutio*' was used to render the Greek word '*analusis*', and although 'resolution' has a different meaning in everyday language, it is mistakenly used interchangeably with 'analysis'. In Aristotelian, syllogistic theory forms of analysis have also involved 'reduction', and in early analytic philosophy it was 'reduction' that was seen as the goal of philosophical analysis. The word 'analysis' derives from the ancient Greek term '*analusis*'. The prefix '*ana*' means 'up', and '*lusis*'

means 'loosing', 'release' or 'separation', so that '*analusis*' means 'loosening up' or 'dissolution' (Beaney, 2008). The term was readily extended to the solving or dissolving of a problem, and in this case, the dilemma is current business students and their work motivation. The analysis involves breaking down the texts, documents and observations during the data collection process. The research is consistent with the grounded theory; its creation is to assist with the analytical process of work motivation. This is being done with the bringing together of multiple sources of data to produce a holistic understanding of the phenomenon of work motivation. One way of looking at the research is to try to interpret what is the motivation of the research subjects towards work. As Orlikowski (1993) notes, the use of statistics to prove or disprove hypotheses will not be used; grounded theory offers no specific or universal guide to follow. In order to not rely solely on one form of data collection, a method called triangulation was used to collect the data in three forms.

## Triangulation

Interviews alone are not the only way to understand the actors and their meanings. The research often relies on triangulation or the use of several kinds of methods or data. Denzin (1978) identifies four basic types of triangulation: (1.) data triangulation, the use of variety of data sources; (2.) investigator triangulation, the use of several different researchers; (3.) theory triangulation, the use of multiple perspectives to interpret a data set; (4.) methodological triangulation, the use of multiple methods to study a single problem. For all intents and purposes, data triangulation has been used in the research.



**Figure 11: Triangulation Method (Source: C. Turnbull)**

A method of triangulation is often used when data comes from three different areas. Strauss and Corbin (1998) devised that research methods should incorporate the need to get out into the field to discover what is really happening. They claim that research should have the following: (a.) the relevance of theory, grounded in data, to the development of a discipline and as a basis for social action; (b.) the complexity and variability of phenomena and of human action; (c.) the belief that persons are actors who take an active role in responding to problematic situations; (d.) the realization that persons act on the basis of meaning; (e.) the understanding that meaning is defined and redefined through interaction; (f.) a sensitivity to

the evolving and unfolding nature of events; and (g.) an awareness of the interrelationships among conditions, actions and consequences (Strauss and Corbin, 1998, p. 10). The data collection for this research study will include the following: (1.) in-depth, semi-structured interviews; (2.) direct observations; and (3.) written documents, including such sources as open-ended written items, personal quotes and written documents.

### **Data Collection Technique and Guidelines**

Beyond the research questions used to guide the progress of this study, a series of questions were developed to operate collectively as a guide for the interviews with the respondents in this study. The list of questions developed was not formal but semi-formal in nature. The procedure followed a list of general questions on work motivation; however, this list offered flexibility, depending on the flow of the interview. The questions were open ended and allowed for further questions, and because of this, not all interviews followed the same path. This format is more than acceptable with regards to grounded theory as it is the researcher's perspective of the interviewee, and the background and knowledge of the area under inquiry are part of the analytical process (Strauss and Corbin, 1990). Qualitative methods are unique because they deal with people and people are never the same. Posing the same questions with the same inflection is impossible to duplicate.

As for the type of subjects being researched, a bare minimum was established with regard to the current business students' grade point averages (GPAs). The decision to stipulate certain aspects such as grade requirements was based on practical experience as the researcher has experience with university students. The GPA benchmark would show some sort of commitment and dedication to school, which in theory, would translate to the workforce. Grounded theory has no preconceptions to test the inquiry process. The theory is open-minded, and the line of inquiry follows the direction of emerging themes.

The interviews were all conducted in person. The use of a telephone was not considered, as the researcher felt it would take away from the data collection. Face-to-face interviews allowed for a more intimate interview and helped establish a positive and friendly

atmosphere with the subjects. The interviews took place over a three-month time period and were held in either the researcher's office, in a classroom or at a location off campus. The interviews generally lasted about 30 minutes—some were a bit shorter, others went longer. The subjects were aware of the nature of the interviews and were generally eager to participate. The subjects were aware that the interview was being recorded and that the interview would be transcribed at a later date. Hand-written notes were taken during the interview to note body language, eye contact, etc. An important note: While the interviewer has prior professional relationships with some of the students, all interviews were viewed as equal.

The tone, inflection and wording of each the questions were obviously slightly different for each interview, but close attention was given by the researcher to maintain as much consistency as possible. This ensured the line of inquiry was consistent and focused on understanding the work motivation phenomenon with each research subject. To ensure that the interviewees felt that the questions were clearly expressed, each interviewee was given ample time to add their own thoughts at the end of the interview. This allowed for the opportunity to expand on the original inquiry and provided some unexpected data. This technique has proven to be very useful in this research because the longer an interviewee focused on a subject, the more they were able to reflect on the phenomenon.

To ensure accuracy in the data collection, the researcher transcribed the interviews and emailed the files to the interviewees to confirm that the information was correct. Final approval was made available for the interviewee.

## **Data Collection: In-depth interviews**

The most typical way of gathering qualitative data in studies that focus on meanings and interpretation is through interviews (Creswell, 1998; Moustakas, 1994). In the investigation, the interview consists of an interactive process and utilizes open-ended questions. Seidman (1991) mentions that to understand the experience of those who are interviewed gives the

researcher the potential to predict or to control future experiences and the exploratory nature of phenomenological research allows the creation of a relaxed and trusting environment during the data collection and makes it more comfortable for the research subject to open up and share information. The researcher, practice and experience can develop tools to help foster these types of relationships and better hone the fluidity of data collection.

The data from open-ended interviews consists of direct quotations from people about their experiences, opinions, feelings and knowledge. The study of human beings is fundamentally different than the natural sciences and scientific fact-finding. Strike (1972) states that 'human beings can be understood in a manner that other objects of study cannot. Men have purposes and emotions, they make plans, construct cultures and hold certain values, and their behavior is influenced by such values, plans and purposes'. The opponents of this view, on the other hand, will maintain that human behavior is to be explained in the same manner as is the behavior of other objects in nature, and the interviews emphasize the importance of understanding the meanings of human behavior and the social-cultural context of social interaction (Patton, 1987, pp. 20-22). The importance of social interaction and the cultural differences among the research subjects is another key factor for the importance of using qualitative methods.

The interview process was conducted according to the guidelines set aside in the preceding passages. The process leading up to the actual interviews has been a lengthy learning process where mistakes have been made and experiences have been gained. The researcher experiences the ups and downs of conducting research in the field. With that said, there is no replacement for fieldwork in order to get rich data. In the following passages, the interview process will be divulged to gain a fuller understanding of the process of interviews and grounded theory. Below is a table illustrating the name, age, employment status at the time of the interview, goals and the place of birth of each of the 44 participants. A summary of each of these facts about each interviewee can be found in the paragraphs that follow.



Name of					Place of
Interviewee	Age	Employed	Gender	Goals	Birth
Flora	23	Employed	Female	Goals	Colombia
Hendrick	20	Never Employed	Male	No Goals	Danish
Jessica	26	Employed	Female	Goals	Sweden
Jena	24	Never Employed	Female	No Goals	Spain
Raphael	21	Never Employed	Male	No Goals	Italy
Jolena	22	Employed	Female	No Goals	Spain
Jordan	25	Employed	Male	Goals	Spain
Lisa	23	Employed	Female	Goals	Panama
Juan Pablo	24	Never Employed	Male	No Goals	Belgium
Luis	21	Employed	Male	Goals	Spain
Marc	21	Never Employed	Male	No Goals	Spain
Mari	23	Never Employed	Female	No Goals	Norway
Martin	23	Employed	Male	Unassigned	Norway
Martina	24	Employed	Female	No Goals	Norway
Meline	21	Employed	Female	No Goals	France
Miguel	21	Employed	Male	Goals	Colombia
Pablo	24	Employed	Male	Goals	Colombia
Prena	21	Employed	Female	No Goals	India
Retish	20	Employed	Male	Goals	India
Saline	24	Employed	Female	Goals	Norway
Carmillo	21	Employed	Male	Goals	Colombia
Elena	22	Employed	Female	Goals	Colombia
Sven	24	Never Employed	Male	No Goals	Sweden
Johnie	23	Employed	Male	No Goals	Sweden
Lucas	20	Employed	Male	Goals	Argentina
Pau	23	Employed	Male	Goals	Spain
Lisa Nunez	22	Employed	Female	Goals	Colombia
Aina	21	Employed	Female	Goals	Spain
Alexander	21	Never Employed	Male	Goals	Russia
Laura	23	Employed	Female	No Goals	Spain
Brahim	22	Never Employed	Male	No Goals	Middle East

Carlos Onate	21	Never Employed	Male	No Goals	Spain
Casey	21	Employed	Male	Goals	USA
Christoph	20	Employed	Male	No Goals	Germany
Harry	20	Never Employed	Male	Goals	Germany
Lars	21	Employed	Male	No Goals	Germany
Juan Jose Maria	20	Never Employed	Male	No Goals	Spain
Kalina	21	Employed	Female	No Goals	Ukraine
Milena	20	Employed	Female	Goals	Albania
Mark	21	Employed	Male	Goals	USA
Hanne	21	Employed	Female	Goals	Germany
Sasa	22	Employed	Female	Goals	Croatia
Aleksandra	21	Never Employed	Female	No Goals	Russia
Hendrick	24	Employed	Male	Goals	Germany

**Figure 12: Table of Interviewees (Source: C. Turnbull)**

## Pre-Interview

The major aspect of the data collection is the interview process, and great attention was placed on assuring the process went as smoothly as possible. Positive or negative reinforcement or feedback was not given. In some research projects, the research study offers a monetary incentive for a research subject's time, which can be an effective tool if the research is well funded. That was not possible for this research project.

The researcher did not have discretionary funds to give research subjects for their time, nor did the researcher want to create any type of repercussions for not attending the interview session. The researcher was a part of the faculty where the participants attended university. The researcher took advantage of being part of an academic community and utilized the resources available. The researcher needed to devise a strategy to get active participants involved in the research? The researcher decided it was best to create some attention and allow the university community to decide if the topic of work motivation was of any

interest. The researcher held a research seminar and invited faculty, administrators and students to attend.

Conducting the first session started a chain reaction and led to some great feedback and a general interest among the student body, administration and the faculty. The free publicity was an extremely important part of the research and was a great catalyst to moving forward. After the first research seminar, a couple of smaller presentations followed that were aimed at more of the student body.

The research presentations provided the basic elements for the research. The presentation touched upon the importance of the topic of work motivation from the aspects of the current business students, allowing them to think about the direction they would take after graduation. It also allowed the research community to discuss the methodology of the research and the techniques used for data collection. Questions were raised about using grounded theory in lieu of case studies or a survey-based instrument. The student body had questions about why it was important to engage in the research study and what would they benefit from being involved. These questions were properly answered and provided more than satisfactory results as proof of the overwhelming number of participants for the research. The researcher explained what would be done with the interviews, how the information would be handled and who would have access to the data collected. The group of potential participants were made aware that they would be recorded and that their interviews would be transcribed for the research process.

At the conclusion of the research presentation, students were eager to participate in the research, so the researcher seized the moment and had people sign up for interview time slots on the spot, leaving behind their names and phone numbers. Electronic correspondence was avoided since having more than 60 potential candidates email back and forth with the researcher seemed to be inefficient. A phone call, on the other hand, provided a personal touch and allowed for instant communication. Case in point, a few of the participants did not show up for their allotted time spot, so the researcher placed a quick phone call, which

proved to be highly effective in providing that extra little pressure to ensure participants would show up.

## **Setting of the Interviews**

The setting of the interview was inside the confines of two universities located in Barcelona, Spain. Logistically this made perfect sense for both parties, given that the research subjects had to come to the university and there were empty classrooms available for the interviews. The one major drawback of conducting the interviews on campus was the lack of separation from professor and student. At times, the students would not relax and they would be a little tense about speaking to their professor frankly about the subject.

Classrooms provided a setting for the interviews that allowed for audible recordings of each research subjects' responses. During the first few interviews, the researcher displayed too much enthusiasm, which led to lengthy interviews with little information garnered. For instance, the researcher would initially begin interviews by getting a lot of background information on the research subject, information that didn't give any insight to the ultimate goal of the research: to figure out the subject's work motivation. An excerpt from one of these inefficient interviews:

I have moved to the USA when was 11 years old and then to Miami. I was born in Colombia and I have a US passport so we are the same! My accents still has a little bit of a Miami twist to it, but everyone tells me it sound American and I like that! I love America and I really enjoyed my time I lived in Long Island with my mom. She had a job so we moved. Family reason to move to the United States was due to it was pretty bad for us to be in Columbia, lots of FARC in my city and kidnappings so Mom had enough with all the danger and she moved us to the States.

It was crazy there; I mean my kindergarten was under attack one day. A couple of the kids I was going to school with just got pulled out of school and went missing, well missing! It was crazy; imagine living in that kind of environment? I felt for my mom so we moved a little bit away, but it was still crazy. So we left and went somewhere else...Like first Long Island and then to Miami! Miami is not really American is it? Cause I was speaking a whole lot of Spanish there, but I also was speaking a lot of Spanish in most of NYC. Funny! America!

The early stages of the interview process are fraught with inefficiencies and dialog pertaining to interesting subjects, but not to the phenomenon of work motivation. This was realized during the painful and lengthy process of transcribing these interviews, which took place after every three interviews. This process allowed the researcher to recognize the flaws and the mistakes and fix them early in the interview process to improve the data collection process. As time went on, the interviews became more direct and more focused on the topic of work motivation. The researcher would spend more time before meeting the participants to answer any general questions they might have. The researcher would address a group of future participants during class and allow them to ask questions about what would occur during the interview process. This cut down on time wasted time—and transcription hours—during the data collection process. The way to cut down on wasted time was to refine and practice the ‘art of the question’.

### **The Art of the Question: Waiting for the response**

The research interviews contained questions, which were prepared in advance. Stanley L. Payne (1951) mentioned that asking questions is an art. This research definitely benefited from refining the question. Questions should be as open ended as possible. They should have a neutrality to them and most important be clear and to the point. The idea behind the questions being asked was to have the interviewee respond in a wide breath of answers. The questions were open ended. For example, questions followed this format: What is your work motivation? What comes into your thoughts? What do you think about with regard to your motivation? These questions placed the participant in a more relaxed setting where they could really think about their work motivation and answer accordingly.

Similar to the idea of the art of the question is an approach designed by Cooperrider, (1995) who created the Appreciative Inquiry (AI). In its broadest focus, AI involves systematic discovery of what gives “life” to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms. AI

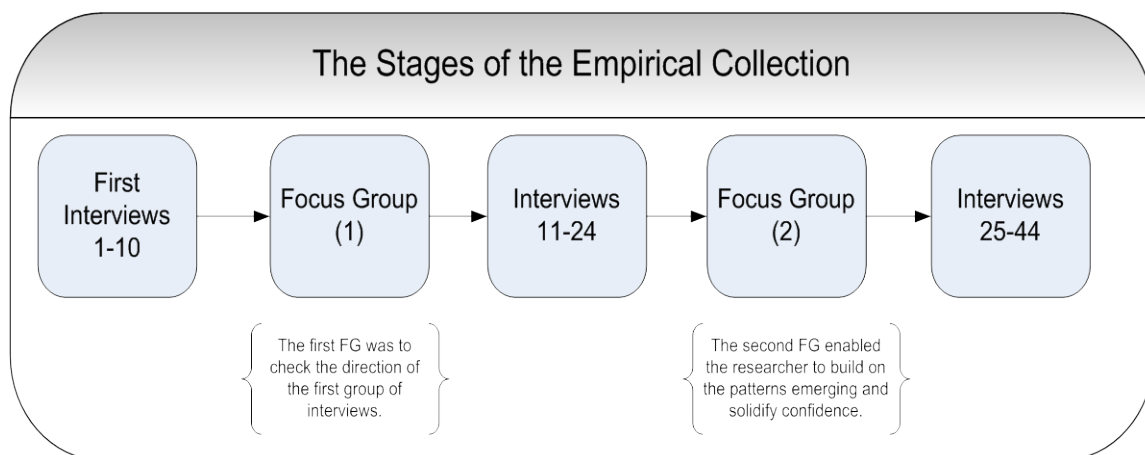
involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. AI is an approach used in asking questions, the next step in the art of the questions is the art of the response. For example in the case with the research subject Ulf, from Hamburg, the question of what made of a place where he felt there was positive potential 'For me (Ulf), I know that I want to go back to Hamburg! I think anything back in my home city would be fine! I am half kidding, but I am really thinking that maybe I belong there, I love Barcelona and the city, but I sometimes do not feel at home. So the ideal place would be somewhere I would feel at home and when I am home I feel at home! That sounds silly, but I understand what makes me feel comfortable'!

A question can change the direction of any conversation. Goldberg, (1998) states 'we live in an answer-oriented, fix-it-quick world. In the clamor for answers—sometimes any answer—we often overlook quiet distinctions and fresh perspectives which could reveal whole new worlds of possibilities. In the case of the research study, over time as Goldberg states, is ironic, for often the most bountiful answers are born only after long periods of gestation and living with not knowing. After a long period of thinking about the question one research student took several weeks to conjure up her response, Aina, 21, from Spain, had to think about the question and she came back with her responses on her motivation as she focuses on education, family and pressure: When I think about my motivation I know I want to do great things. It is these ideas that I have in my head that I want to achieve, like my education, my masters. I am open about the fact I do not have experience so with my internship, I discover some things about older people that I relate to my motivation and towards my career and goals. I come from a family business and I can always work with the family, but seeing people who make it own their own drives me. Striking out on my own and then returning back to the company is a fine goal. Even when I discuss this with you (researcher), I find myself excited to work harder, study harder and be the best I can be. I feel like people are depending on me to return and thus I cannot disappoint them and myself, and this is where my motivation towards work core is held.

In the another interview more personal questions thought of as existential or even spiritual, such as what makes me motivated. What do I want, what do I believe is the right choice for me at work? Sasa, 22, from Croatia, elaborates when asked about some of these questions pertaining to work motivation and discusses a few personal thoughts on money, co-workers and morale:

What motivates me? I think first the working environment. By that I mean first of all the colleagues for whom I am around. I believe that a very big issue or maybe the biggest thing is the people in the group or company. Finding good morale in a group can result in a stronger force in the company than an individual. Knowing you have good working relationships with your co workers can result in working more efficiently and bring joy to my work and makes me want to be better. Not only is group morale a motivator for me, but also the idea that my hard work gets rewarded. My work motivation, money is also key factor in my motivation, I want what I feel is fair, I want to work, show to my co-workers that I can do a good job and a few coins in my pocket would be nice.

The interviews contain rich data and insight on the phenomenon of work motivation. The participants' answers to the questions will be interpreted and formulated into a new theory using grounded theory as a foundation. The interviews contain a large learning curve, and in order to refine and hone the art of a question and the direction of the research, the researcher analyzed the data collection after the first five interviews. By checking the material and reviewing the interviews, it was possible to see the direction in which the material was headed. After the tenth interview, the researcher was encouraged to try some group interviews or focus groups. Two focus groups were used to add to the research and provide a well rounded collection of data. Below are the stages of the focus group process. The first set of interviews was conducted, and then the implementations of two focus groups were added to the data collection to support the process.



**Figure 13: The Stages of the Empirical Collection (Source: C. Turnbull)**

## Focus Groups

The use of focus groups provides the research study an avenue to explore issues in a totally different context. A relatively new approach to research outside the marketing genre, focus groups have been establishing a foothold in research since 1981 (Fern, 1983). Focus groups are an under-utilized tool in social research studies, but they do have a long history in market research (Morgan, 1988). The assumptions on the use of focus groups stem from experiential tasks, which are partitioned into applied and theoretical tasks. The research study's purpose of experiential tasks, however, is somewhat different from those of



exploratory and clinical tasks. Focus groups are considered group interviews in qualitative research. Focus groups develop the participants' interactions among each other and 'produce data insights that would be less accessible without the interaction found in a group' (Morgan, 1997, p. 10). Fern (2001) further states that 'the researcher can learn about the focus group participants and their life experiences by becoming a participant observer' (p. 8). Precisely, what Fern and Morgan have stated was indeed evident in the data analysis stage.

The focus group has three components, according to McGrath and Hollinghead (1994). The first is 'the task performance effectiveness (quality, quantity and the cost of information); the second is the user's reaction to the process and output; and the third is the group member's relations (cohesive, compatible, and lively groups)' (McGrath and Hollinghead, 1994). The composition of the group is clearly important in order to generate the desired effect for the research, and for that purpose, the research subjects all hailed from the same university. Triandis (1995) reports that the more homogeneous the group members are in terms of cultural value orientation, the more likely it is that the group members will adjust to each other and become cohesive. The communal focus group fosters free-flowing discussion and stimulates debate Breer and Locke (1965 cited in Fern, 2001). This type of collectivist approach to focus group enhances performance and brings out a different perspective from the research subjects as they tend to reflect and listen to the other members' comments.

Using the guidelines established by Fern (2001) and the framework of Goulding (2002), the focus groups were assembled for the purpose of a group discussion and debate over work motivation.

- Focus groups allowed the opportunity to get more responses in a single sitting.
- Focus groups provided a social context to stimulate discussion and generate new ideas.

Using this framework, focus groups took place outside the university setting and were located in a quiet café in the district of Sarrià in Barcelona, Spain. This allowed the research subjects to break away from the mind set of university and it was logistically feasible for the subjects. The café provided the focus group to feel more open and not restricted to the formalities of the university.

The two focus groups had a total of 15 people: 11 men and four women, ranging in age from 19 to 24 years old. The group was an international blend of students from Scandinavia, Western Europe, and North and South America. Following the guidelines of general sampling structure outlined for the research, the groups were similar in nature.

The groups' average age was a little bit older than the average age of the one-on-one interviews. Below is the chart of participants in each of the two focus groups, including their name, age, employment status, gender, goals and place of birth:

<b>Max's Focus</b>					<b>Place of</b>
<b>Group</b>	<b>Age</b>	<b>Employed</b>	<b>Gender</b>	<b>Goals</b>	<b>Birth</b>
Jonas	23	Employed	Male	Goals	Norway
Henri	24	Never Employed	Male	No Goals	France
Per	21	Employed	Male	Goals	Norway
Carlos	24	Never Employed	Male	Goals	Colombia
Ulf	22	Employed	Male	Goals	Germany
Maria	21	Never Employed	Female	No Goals	Spain
Pilar	21	Never Employed	Female	No Goals	Spain
Max	24	Employed	Male	Goals	Germany
<b>French Focus</b>					<b>Place of</b>
<b>Group</b>	<b>Age</b>	<b>Employed</b>	<b>Gender</b>	<b>Goals</b>	<b>Birth</b>
Dominic	24	Employed	Male	Goals	Germany
Caroline	21	Employed	Female	No Goals	Sweden
Diego	22	Employed	Male	Goals	Portugal
Nikki	19	Employed	Female	No Goals	France
Jean	22	Never Employed	Male	Goals	France
Mike	21	Employed	Male	Goals	USA
Alberto	21	Employed	Male	Goals	Mexico

**Figure 14: Table of Members of the Focus Group (Source: C. Turnbull)**

The next two charts illustrate the birthplaces of the research participants and the percentage of male to female participants for all data collected (interviews and focus groups):

## Place of Origin

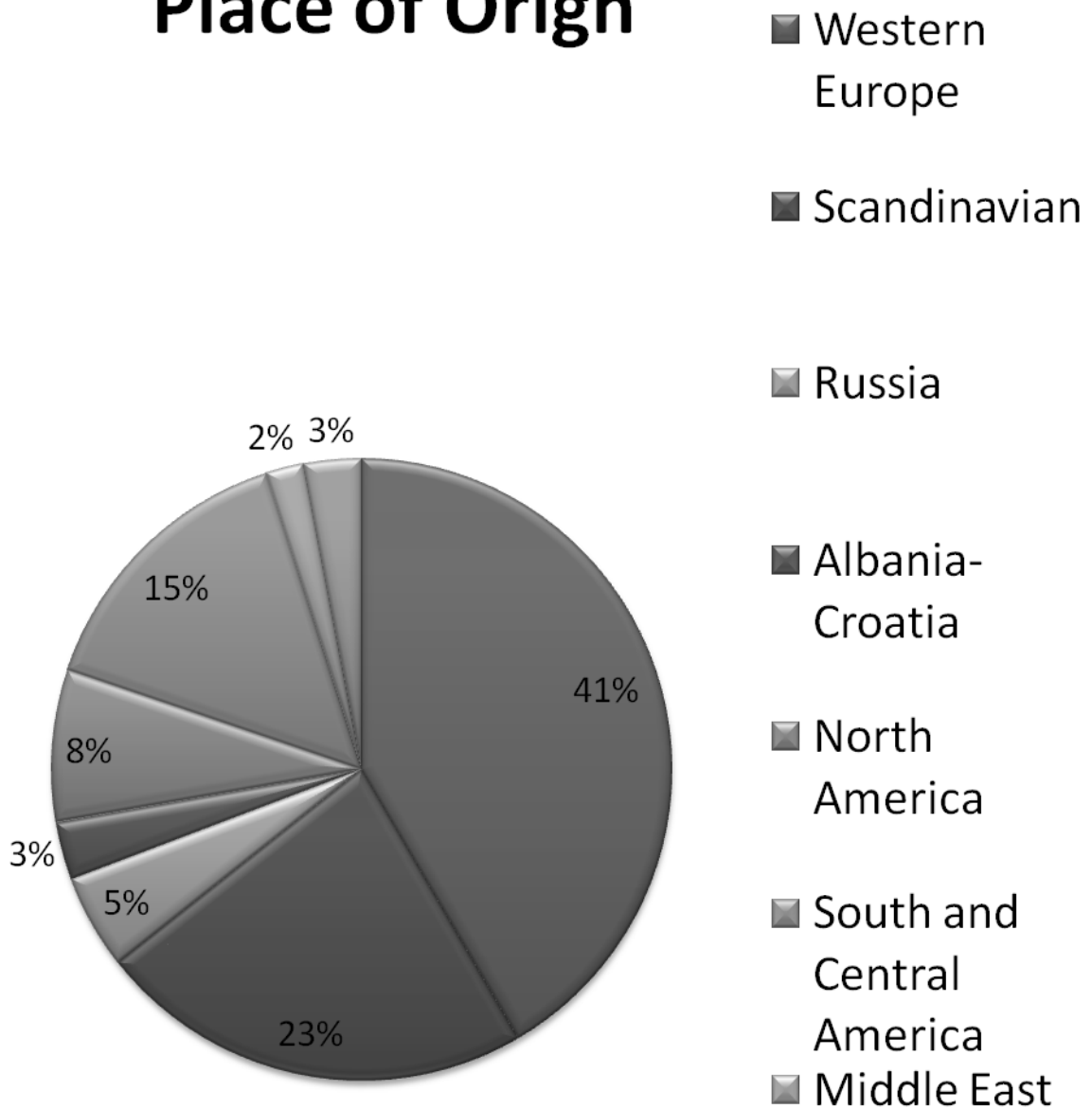
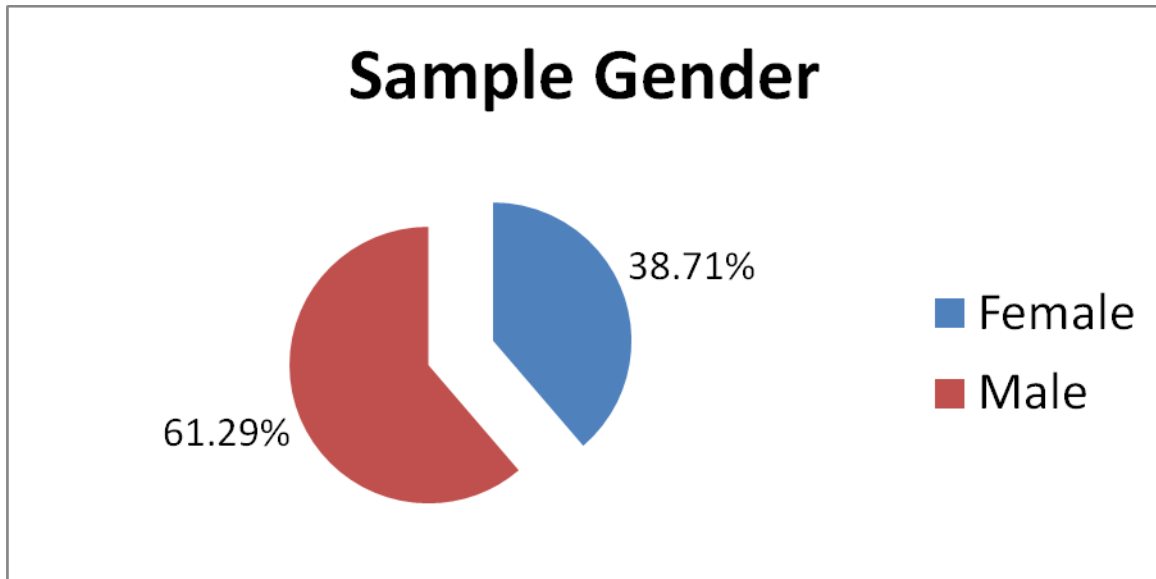


Figure 15: Pie Chart Place of Origin (Source: C. Turnbull)



**Figure 16: Pie Chart of Genders (Source: C. Turnbull)**

The average age of the participants in the research study was 22 years old with the oldest research subject being 26 years old, and the youngest being 19 years old.

### **Conducting the Focus Groups**

The focus groups were implemented to solidify the research, provide assurance and add more concrete data to the study. The focus groups also bolstered the confidence of the researcher and provided a slightly new direction in terms of theory building. When the focus groups were in place and the data collected, a theme was beginning to emerge and was later built upon with more one-on-one interviews. The focus groups aided in the grounded theory with regard to the constant comparison theory and helped formulate categories in the research.

Once the participants started filling into the cafe where the focus group was being held, the researcher introduced himself. While all the participants knew the researcher on a professor-and-student level, a formal introduction was made for the purposes of professionalism. However, the participants did not feel 100% comfortable from the start,

and the session began in complete silence. The researcher noticed this and tried to place the participants at ease with a few five-minute icebreakers. Icebreakers were often employed by the researcher and proved to be a very effective way to get people to talk. This technique was extremely effective and placed the participants in a more relaxed mood. They worked. Before the questioning period began, participants were more relaxed, which was evident by the elevated noise level in the room.

The researcher then explained the purpose of the focus groups. The researcher described work motivation, which would be discussed. The researcher provided some very general terms and why understanding work motivation is relevant for research. Questions were answered.

The researcher explained what would be done with the information collected from the focus groups. The researcher made clear that a portion of the data collected would be used in a dissertation and possibly other publications dealing with the topic of work motivation. The participants were made aware that they were being digitally recorded and that there would be a transcription that they would have access to at a later date. There was a brief introduction about the types of questions that would be asked, which allowed participants to think about the issues ahead of time.

Ground rules were set and discussed, and then formal proceedings began. The researcher's goal was to let participants know the role of the researcher during the focus groups. This discussion made it clear that participants would not be answering questions during the focus groups, and that the researcher was merely a facilitator in this process. The researcher had some previous experience moderating focus groups and relied what he learned in those situations to establish an open dialogue within these focus groups. The researcher knew, from experience, that typically a few members dominate the conversation, and other members might say a thing. Therefore, a few statements were made in an attempt to reduce these circumstances. The researcher had been involved in several group dynamics exercises and other focus groups and realized the benefits of having a well-rounded discussion.

The researcher encouraged participants to speak freely inside the focus groups because everything said holds importance. The researcher would be interested in knowing the range of opinions held by participants on the topic of work motivation, more directly their own personal thoughts. The groups were told that they should express their own views even when they differed from other speakers in the room. It was important that they understand that the purpose of voicing their opinions was not to debate the issue or persuade others in the room toward their views. The goal was to expand on each individual's opinion. At this junction, the group was given a few minutes to think about the topic and asked if they had any questions. The participants were encouraged to take brief notes as an aid to memory, which might increase the likelihood that they would speak and give their opinion on the topic. Everyone was given a chance to speak.

There have been some really interesting excerpts from the focus groups. Topics ranged from definitions of work to differences among generations to job security. Jean, 22, from France, stated, 'When I think about my motivation towards work, I always think that it is an essential part of my life. If you take the time and make a simple calculation, I realize that work will occupy more than 60 percent of my adult life and give or take a little bit! I have spent the bigger part of my childhood and teenage years studying and preparing for the future in order to prepare myself for my career. This motivates me to succeed and be happy in what I do.' Parts of these interviews are coded in the following sections. However, to provide an idea of what the focus groups contain, snippets of the interviews can be found in the following passages:

Nikki, 19, from France, one of the youngest members of the research, posed questions about career in a rhetorical fashion. She states, 'The question of what type of a career I want is probably the most important one that needs to be asked. Why is it so essential? Why do I spend so much time, money and resources figuring out the type of career I want? There is no one simple answer to this question. There are many various explanations.' Different students, who have similar sentiments on the subject, repeat Nikki's words and thoughts.

Per, 21, from Norway, adds, 'First of all, I have to have in mind the significant differences that exist between the preferences of generations. There are completely different criteria and understandings about what is considered the 'dream job' from the old to the new. For old, the best scenario was to find a permanent job that gave them the stability and security they were looking for. Now I feel the common opinion shared is that you have to be consistent.'

Mike, 21, from the United States, states, 'This means that when you start working in a given company, you have to do your best to remain there as long as possible, no matter what happens (in many cases, until retirement). Not now! Nowadays, I feel like the 'new generation' or maybe it's basically me, I can speak about boundaries in the sense of freedom and that is what I tend to think when it comes to jobs. That is because I am free to move from country to country in search of opportunities and what is best for me. It is a common practice to study in a foreign country, work in another, then change jobs and go to a different country, and so on. This generation is the result of the globalization and the opening of borders but also of the increased variety of jobs and job opportunities as a whole. I am part of a new generation that has the tranquility that if something goes wrong in your workplace, for example, say you don't get along with your colleagues, or you do not like the conditions in your contract, or you have doubts that this job gives you the satisfaction you need, you can easily quit and find another one. The word that best explains this phenomenon is mobility. My friends are constantly on the move, in search of new experiences. That is because work has turned out to be something more than just earning money to pay the bills. I am aware that I am going to be working for the rest of my life. I want to spend this time in the best way possible. That means finding something interesting and meaningful and that will be my motivation. This is how I look for jobs, and the process is reciprocal.'

The excerpts from the focus groups center on different topics and aspects of motivation. The focus groups were extremely beneficial pieces of research that build on the first set of interviews and enabled the next part of the research study to begin and to conduct theoretical sampling.



## **Theoretical Sampling**

Grounded theory operates according to the principle of theoretical sampling. In other words, the interviews were not selected at random, nor were they selected in a quantity that best represents the population. Pandit (1996) states that ‘there is no one kind of data that is necessarily appropriate because different kinds of data give the researcher different views or vantage points from which to understand a category and develop its properties’. Selected data, on account of its exacting characteristics, differences and or similarities, permit the constant comparison of data at all times (Glaser and Strauss, 1967; Strauss, 1987; Strauss and Corbin, 1990). Theoretical sampling has been used in various organizational research projects and for the purpose of generalization in other works (Eisenhardt, 1989; Pettigrew, 1990; Orlikowski, 1993). Grounded theory and the research studies utilize an explanatory interpretation procedure of different patterns and concepts (Glaser and Strauss, 1967). The sampling process for this research, consistent with the grounded theory approach, included the following conditions:

- The selection of subjects was based on a professional relationship. The researcher was a professor at two universities, which allowed the researcher to establish trust and credibility.
- All students were upperclassmen in a business school with an average grade point average of a ‘B’ or higher.
- Two private universities were chosen to offer a wider range of research subjects.
- All students were interviewed on their own accord and were not granted extra credit or any reprisal if they did not interview.

The focus on the sampling process was aimed at gathering data that would build on the next step of ground theory and build on the phenomenon of work motivation. The focus of the sampling centered on current students who were about to enter the workforce. Currently, there are no theories that directly apply to this group of current business students who can be considered future workers. There are only a few research studies that deal with this group, but mostly just in terms of generations. Glaser and Strauss (1967), the main authors of

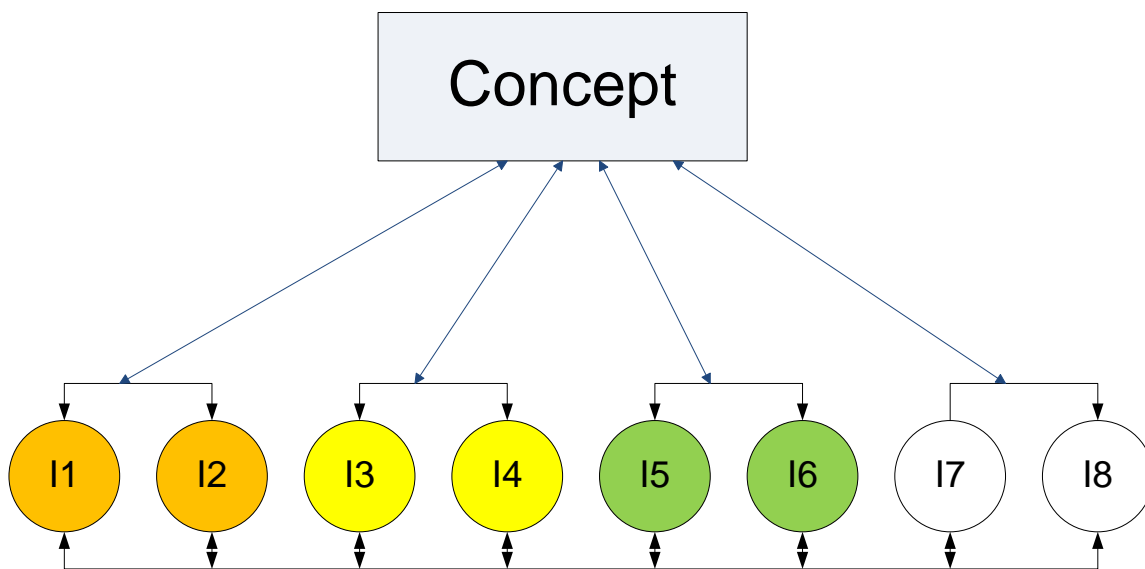
grounded theory, recognize that a random sample might provide a truer cross section of the population, but this is not consistent with the objectives of the grounded theory research being conducted. The use of grounded theory means that there is no desire or need to generalize a population parameter. There is a point during the data collection process where the researcher needs to stop, and that point is known as the saturation point.

### **Saturation Point**

The researcher will know when the search has ended and the appropriate number of groups has been surveyed. When there is no additional data to be found and conceptual categories have been developed, the saturation point has been created. The researcher can reach the saturation point on one category and then move on to other categories. Glaser and Strauss (1967) write that ‘in trying to reach saturation he maximizes differences in his groups in order to maximize the varieties of data bearing on the category, and thereby develops as many diverse properties of the category as possible. Core theoretical categories should be saturated more than peripheral ones’ (p. 62). The criterion for determining when to stop sampling is relevant to the theoretical saturation of the data. There is no new data that alters the themes from which the theory will emerge. When similar circumstances are seen over and over and no new data is found that alters theme of the theory, the saturation point has been reached (Glaser and Strauss, 1967). The same emergent theory may be deemed adequate for explaining the phenomenon under study (work motivation).

## Constant Comparison

Incidents are indicators of a concept, which shows a model based on the constant comparison of indicators. In this model, the comparison of indicator to indicator generates a conceptual code first, and then indicators are compared to the newly emerged concept, further defining it. The constant comparison of indicators confronts the analyst with similarities, differences and consistencies of meanings, which result in the construction of a concept (or category) and its dimensions (Glaser, 1978). The diagram below illustrates the point of the constant comparison. The circles represent the indicators (I1, I2, I3...) as they are feed into the concept.



**Figure 10: The Concept Indicator Model (Source: Glaser, 1978, p. 62)**

Interviews provided the researcher with the most significant building block for theory. This was important because as Glaser (1998) points out 'grounded theory accounts for the action in a substantive area. In order to accomplish this goal, grounded theory tries to understand and interpret the action in a substantive area from the point of view of the actors involved' (p. 115). By understanding and interpreting this, the researcher can form a new theory on the phenomenon. This understanding revolves around the main concern of the participants whose behavior continually resolves their concern.

## Evaluating Grounded Theory Research

Creswell (1998) recommends engaging in at least two procedures advocated by Lincoln and Guba (1985) to establish the trustworthiness of any given study. Charmaz (2006) lists four major points of grounded theory studies: creditability, originality, usefulness and resonance. Charmaz (2006) states that 'grounded theory involves taking comparisons from data and reaching up to construct abstractions and simultaneously reaching down to tie these abstractions to data'. The process entails learning about specific and general aspects of research and allows the researcher to see new aspects and explore their links to larger issues of a phenomenon. Grounded theory methods can provide a route to see beyond the obvious and provide a path to reach imaginative interpretations. With all the exploring and interpretation, there are things that can go astray, and evaluating the research study along the way adds to the four points that Charmaz considers crucial to a grounded theory study.

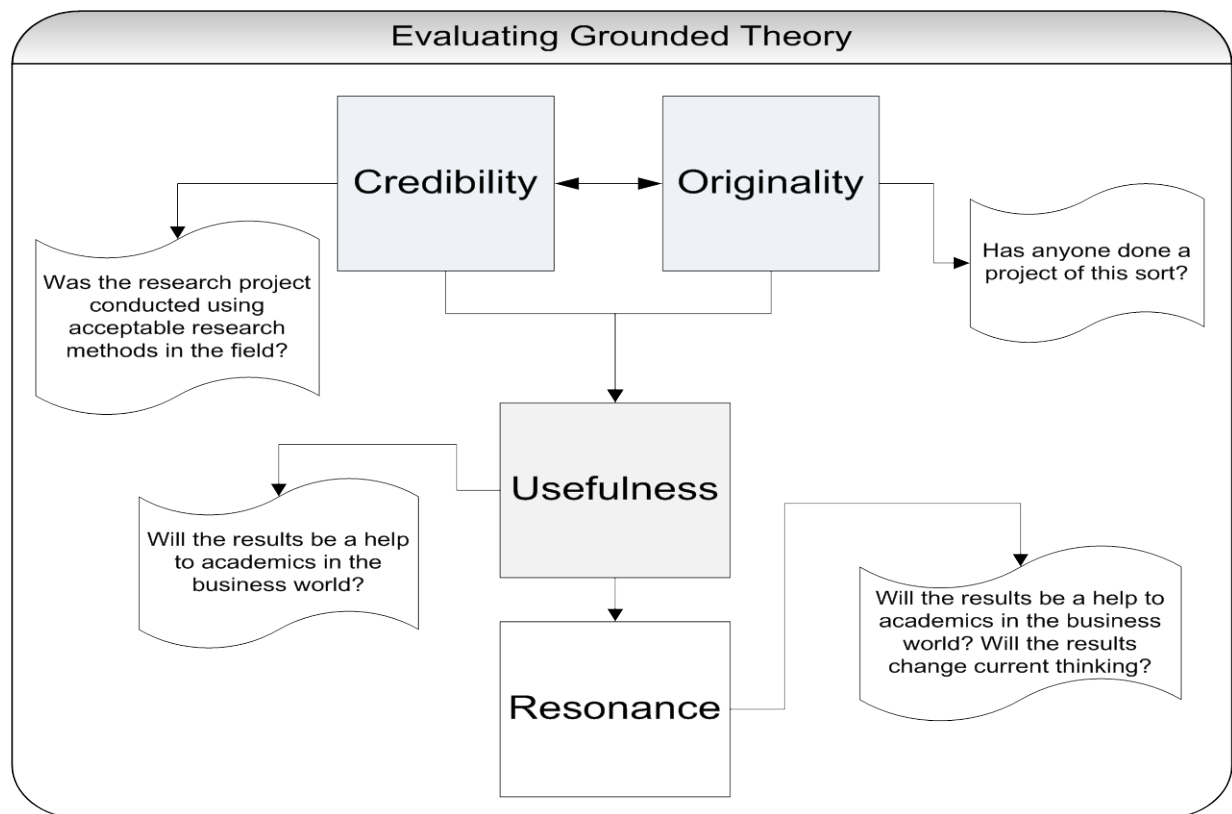


Figure 17: Evaluating Grounded Theory (Adopted from Charmaz, 2006)

## **Credibility**

As the literature review pointed out, work motivation is important in the field of managerial science. Besides the topic of work motivation needing to be a credible one, the data collection process and the researcher must also be credible and crucial to any research project. The researcher must be credible to the research subjects, the methods used in the research and the drive of the researcher. Patton (2002) states that ‘the rigorous methods, credibility of the researcher and thirdly and most important to the research is the philosophical belief in the value of qualitative inquiry’ (p. 552). All add to the credibility of a research study. Without credibility in the data collection process, the research would suffer from a lack of seriousness and poor data inputs.

The researcher and the study achieved a credible foundation requirement by establishing a professional relationship with the subjects for at least 18 months. By having this kind of relationship with the research subjects, a sense of community and respect were established well before the research study began. Holding the research seminars at the university also provided credibility since these seminars allowed the researcher to build and establish a solid respect level from other professors and from students. The researcher also established credible footing based on his solid background on the theoretical knowledge of work motivation and by building a case for the importance of the research.

## **Originality**

The driving force behind the research needs to be original. The idea of only focusing on current business school students comes from the realization that current business students are different than other students. They are a unique group that cannot be lumped into the traditional student group, and research studies have clearly pointed out the differences among different types of students (Saumell and Hughes, 1997; Nist and Simpson, 1994). Each segment of the population cannot be grouped together in a meta theory on work motivational. By limiting the scope of the research to current business students, a line is drawn by eliminating other demographics of the student population.

The research challenges current theories of work motivation to rethink the application and the data collection process. Work motivation theories often use a quantitative methodology that tries to apply the theory to people in the workforce. Charmaz (2006) poses questions: What does the study do differently? How does the research challenge the social and the theoretical thinking of the current atmosphere? The study uses a method of ground theory, which differs from the normal research study in managerial science. That alone might be considered original, but to expand on the originality of the study offers insight on a newest group of workers entering the workforce that has not been researched in depth before. This research expands on the research studies of grounded theory methods.

## **Resonance and Usefulness**

The researcher's goal is to add something to the business community and to add the tools of research to future research projects. The question of usefulness and resonance in the professional world and the research world is at the center of the research study. The study tackles these two aspects by constantly upholding the methods outlined in grounded theory and by keeping in mind the professional realm of the business world. The research started with some general observations made within the researcher's professional career, lecturing at two universities in Barcelona, Spain. Credibility and originality make research useful and add greater impact on the resonance inside managerial science.

## **Data Management and NVivo 8.0 Software**

The huge amount of data that is garnered during the qualitative research process can be difficult to manage. There are a number of computer software packages that help analyze qualitative data, each with its own specific qualities (Dey, 1993; Richards, 2005). In view of this, the preference of software is a complex method of choice. The software used to aid this research project was NVivo 8.0, which allowed for visible multiple coding and modeling that helped demonstrate links between meaning units. One of the benefits of using computer assisted qualitative data analysis is that it enables the handling of large amounts of data. Computers, however, were not a substitute for careful thinking and actual analysis when

doing the research. The importance of this issue was not to become completely reliant on technology but to keep in touch with the data itself. This is often a pitfall with other methods of research (Miles and Huberman, 1994; Gibbs, 2002). This qualitative research projects to interpret meanings, conceptualize ideas, examine relationships, document decisions and develop theories. The computer can assist in these tasks, but by no means does the computer analyze qualitative data.

Another concern of NVivo critics is that researchers may choose their theoretical perspectives and analysis techniques based on the capabilities of NVivo rather than adopting a theoretical perspective appropriate for exploring their research question (Lonkila, 1995). To a certain extent, the programming behind NVivo does influence manuscript preparation, coding, retrieval and the development of analysis, cyclical versus linear and static versus dynamic (Richards, 2002). In NVivo, there are many options for document preparation—plain text, rich text, audio clips, pictures and coding options for inductive or deductive research. Arguably, the choices available in NVivo return the power of analysis to the researcher to choose amongst a set of tools. NVivo favors grounded theory in its method for handling data. NVivo has sufficient flexibility for phenomenological methods. Gibbs (2002) states that ‘the meanings of texts are not understood by computers and these meanings require the researcher to interpret the data. The computer does not decide what portions of text to code or how to attribute codes and descriptions to the text’. NVivo has the benefit of being able to retrieve chunks of coded text that is highlighted but nested in its context.

## **Coding Process**

The process was straightforward: After the interviews were conducted, they were transcribed in a word processing software. Once the interviews were placed in document form, then the process of open coding began. The transcriptions were reread one at a time and any word or theme that was repeated or in which the research subject went into depth on the topic, the text was coded. These codes are similar to keywords that reflect the nature of the point of conversation with the research subject. The text was subsequently coded and

uploaded in the NVivo computer program, and the analysis took place directly within the Nvivo software that facilitates the management and analysis of data.

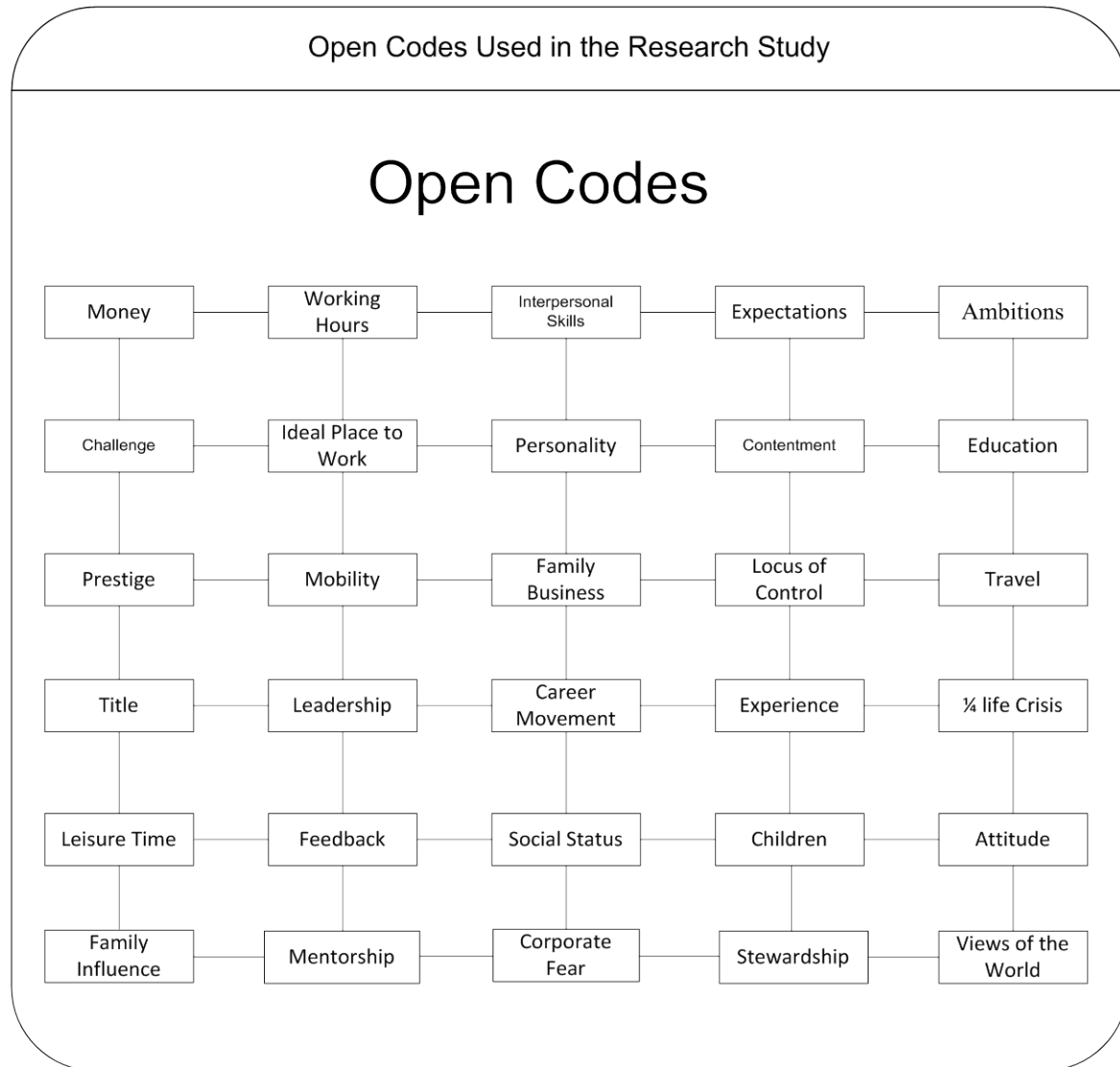
A system of codes only applies those in the research project. For example, grounded theory urges research analysts to code each bit of data as many ways as possible and to comment in memos on the process of assigning data to codes. Glaser and Strauss (1967) suggest that participants' labels apply to the 'actual processes and behaviors', while the analysts' labels correspond to explanations. Within the Nvivo program, the nodes can be linked in different formats that allow the ability of grouping structures thus allowing codes and categories to be broken down into linked concepts or subcategories. The program allows the research to place key word terms into the different categories for a more organized approach to conducting qualitative research.

## **Open Coding**

Methods of analyzing the data followed the principles described by Strauss and Corbin (1998), which outlined the process of open coding. The full transcripts of interviews were analyzed line by line in order to identify the range of possible codes. This was done until a recurring pattern was noted across data sets. Codes are the building blocks of theory. Open coding does little more than describe what is in the data until a sequence or theme is observed. Once patterns were identified, open coding was forsaken for a more focused type of coding called axial coding, which meant that codes were clustered on the basis of their explanatory relationship to each other. Below are the codes that have been used in the research study.



In the following figure, each code represents elements needed for the next step, termed axial coding.



**Figure 18: Open Codes (Source: C. Turnbull)**

Open coding is the process of breaking down the data into distinct units of meaning. It is the product of early analysis and describes what is happening in the data. Open codes may comprise keywords, phrases or sentences (Goulding, 2002, p. 170). Open coding will lead to concepts that are a higher-level code, which identifies influencing factors on behavior and describes the relationship between them. Orlikowski (1993) wrote that ‘the methodology of

grounded theory is iterative, requiring a steady movement between concept and data, as well as comparative, requiring a constant comparison across types of evidence to control the conceptual level and scope of the emerging theory'. As Pettigrew (1990) notes, this 'provides an opportunity to examine continuous processes in context in order to draw out the significance of various levels of analysis; thereby, revealing the multiple sources of loops of causation and connectivity so crucial to identifying and explaining patterns in the process of change' (p. 14). The grounded theory objective is to extract hidden knowledge of the people being studied in order to help achieve a certain amount of knowledge for the field where the research is being studied. Coding procedures include procedural steps called constant comparison, theoretical questioning and theoretical comparison. Concept developing, which aids in protecting the researcher from accepting any of those voices and to some extent, forces the researcher's own voice to be questioned (Strauss and Corbin, 1990).

## **Coding Procedures**

The coding procedure can be a challenge at times 'at the beginning of my journey, I was naïve. I didn't yet know that the answers vanish as one continues to travel, that there is only further complexity, that there are still more interrelationships and more questions' (Kaplan, 1996, p. 7). Strauss and Corbin (1998) allude to this quote to point out that Kaplan's words on travel are similar to research in the field. As the fieldwork shows, one question turns into another question depending on the answer and has led to several different answers from the respondents. These answers have different meanings and can be interpreted on many different levels depending on several factors, such as body language, tone and hand gestures. Some subtle actions, such as eye movements, indicated powerful statements that words could not capture. It is for this reason that the coding process has been used to help explain the logic behind the procedures, enabling flexibility and innovativeness (Strauss and Corbin 1998).

Using guidelines from Strauss and Corbin (1998), the following examples illustrate how the coding process was performed during the research collection. The process of coding starts

with the first words out of the respondents' mouths. The idea behind this, as Strauss and Corbin state, is to put the researcher minutely in front of the data, just by itself. The procedure is focused on the data. The focusing forces the researcher to consider the range of plausibility, to avoid taking one stand or stance toward the data (Strauss and Corbin, 1998, p. 65). The thought process of doing the coding this way is to understand that, from an analytic standpoint, it is the data that is relevant, not the specifics of a case or an individual or a collective. The use of systematic and analytic techniques and procedures allows for the emergence of categories, relationships and the foundations for developing theory. This abstracting, reducing, and relating are what make the difference in conceptual mode of analysis (Strauss and Corbin, 1998, p. 66).

To illustrate this point, the following examples are included to show the use of codes in the research:

*Interviewer: How many hours do you foresee in your future full- time job?*

**Respondent:** Starting early and have a schedule [**Schedule**]. I would like to have normal hours [**Working Hours**] and finish what I started 5 or 6pm or 10pm I don't care as long as I am finished the work. I don't look at the clock all day; I tend to think of finishing what I started. [**Attitude**]

**Respondent:** I think it would be a good idea to change it up and when you are motivated to do things it would be great. I really don't want to be working all day; I like to have some time to do things outside work [**Leisure Time**]. I have lots of things that I am interested from the daily school and work life. I would have to be considering if I could not do these things.

**Respondent:** It is too long, I was working in Sweden and I liked their day. They work early and finish early and not at 8 or 9 at night [**Schedule**]. I like that getting home early. It's a different way of life. Spain you go with your friends it depends on the country. But it is a different way of life [**Views of the World**].

**Respondent:** I hate it. I just have to talk to my sisters but you could talk to anyone. They hate it but they all accept it. That's funny because that's all the younger generation like 30s, 20s and 30s [**Views of the World**]. But if you talk to the older like 50s, they will get the idea of working from 8 to 5 they can't get it. But if you talk to 20s to 30s they like it [**Working Hours**]. It makes sense. They end up work at seven or eight or even more. They have to get home in traffic. They live outside of Barcelona where it's less expensive. Clean, clean your clothes, eat. A bit of time for yourself. You go to sleep at twelve or one; wake up at six to get to the job [**Leisure Time**]. These things need to change. I can think already if I have to be in that schedule I'm going to get crazy.

**Respondent:** Well it's the future, but I don't want the travel and I will not be the guy to work 16 hours a day and 6 days a week [**Mobility**]. I value my hobbies and I value things outside of work and my education. I enjoy the time away from these things [**Leisure Time**].

**Memo:** There is a wide range of answers about what current students expect to be doing in their future position. Some current students did not want to be taken advantage of while others felt like it was normal to be working long hours and traveling around the world for the job. Leisure time was a reoccurring theme, and it seems that some of the current students would be upset if they could not have time for their own activities. A few respondents had taken a position of when in Rome, do as the Romans would do. The wide range of answers was extremely interesting to discover. Some of the respondents took to the idea that long hours was expected as part of working in the business field and provide a way to learn more about their professions. Others discussed the idea of working long hours was an exploitation of the worker.

*Interviewer: What is the ideal job for you after you receive your undergraduate degree?*

**Respondent:** I think basically it should start from what you like to do, what you want to do. You can go to a boring job, but my ideal work is that I think first of all I don't want to be an

employee and I prefer to be an entrepreneur [**Entrepreneur**]. To do something with my skills from life experiences, my family and my education [**Attitude**].

**Respondent:** I would say something that makes you eager [**Attitude**]. I would like to work in investment banking and I like finance and I like numbers and I like to make money. [**Money**]

**Respondent:** Well, for me I was working in a hotel and my family has one hotel and I was really interested in hotel [**Family Influence**]. My motivation is to--- I want to work and own a hotel. However, I know I have to learn a lot of things and I realized I have to study more. I was doing marketing and I have the idea of marketing and I have to know more and other things for the job. I feel that the university could help me improve [**Education**].

**Respondent:** I don't really know. I've discovered a lot of things in the last two to three years. I like marketing. I like publicity. Also, I discovered I like to create things, like to design stuff [**Challenge**]. I like photography and making videos. I'm doing a Bachelor's degree in business, which does not sound like I want to do, but I think it will provide some business sense in me [**Education**]. I don't really know what I might be in five years. So I'm freaking out. Every year I'm freaking out for two weeks because I don't see where I'm going. I have some ideas, but I am a little nervous about what is going to happen after graduation [**1/4 life crisis**].

**Memo:** The wide range of answers from working in a local job in their home country to working for the United Nations highlights a lot of diversity in the current students. The different opinions, ranging from going back to school for a graduate education to jumping into employment right away demonstrates the different ways of thinking about the future. The ideas about what the future has in store for these current students are really broad. Some responses dealt with money and family influence while others dealt with leisure time and the focus on the individual. Also, some of the responses were a bit confused with the question about the future. It seems that some respondents did not really comprehend the question and

although they gave a response, their body language showed that they did not have confidence in their responses.

*Interviewer: Where do you get your motivation?*

**Respondent:** What motivates me in my life? My motivation is driven from that I need to have a lot of economic support [**Money**]. I mean to live and maybe one day soon I can buy my own apartment and my own business. My family is very supportive and they are always talking about the future and how important it is to have goals and to own something in the future [**Stewardship**]. I find that I am driven by this reminder that working hard and saving makes sense while life is not so hard [**Goals**].

**Respondent:** Well, when you don't get motivated in life you are not going to have a lot of things! I would say that my friends are good motivators and if you don't have friends around with you and you lose your drive [**Social Status**]. I think the social pressure of having a good support staff around you is a key aspect of my own motivation. I do see people who have a bad circle and they tend to fall into the wrong kinds of motivation, well I think they are the wrong kinds [**Family Influence**].

**Respondent:** But other things are important, proving yourself at work or at university is important for me [**Expectations**]. And this is more important than money. For example an exam I know I can fail but when I pass I am very pleased and this is better than money [**Money**]. This is a great satisfaction.

**Respondent:** Well, in school yes of course I get motivated by my grades and by feedback [**Feedback**]. I might have an opinion, and then someone comes has a different opinion and then I look at things. This motivates me and I feel that not knowing something is a motivator for me. The friends I have down here in Spain I have are very positive and feed off their positive way of looking at life [**Social Status**].

**Respondent:** I think if the manager can motivate me, I think I have to trust him. I don't want to achieve nothing. If I don't trust him it has no sense and seeking and receiving trust is one factor that I can think of that drives me [**Corporate Fear**]. In the past I have had a manager where I have not trusted and wow it was such a deflator in my motivation. I need to achieve something and the one second I cannot trust him it is complete failure. Another factor I can think of is to learn a new things; I know I don't want to work in a bank or with numbers. I want to be free and creative in my life [**Education**]. I know certain companies I can bring my creativity ways to that place. I don't want to be stifled and just an employee. If I have some freedom I know I will not squander the opportunity [**Attitude**].

**Respondent:** Any of my remarks concerning capitalism. I think it's fantastic. In that regard, it is what motivates me. Progress in life [**Attitude**]! Why progress? I love it. It's what motivates me. Progress involves communication which I think is a great asset and competition which I love, so given the opportunity, progress itself obviously involves some recognition, some pay, whatever [**World View**]. These things are driving forces for me.

**Memo:** The word motivation brings up many thoughts from the respondents. There are classic examples such as money, but besides that, there are examples of different sorts of attitude and different ways of looking at the world. The code of worldview is interesting. Generally speaking, worldview refers to the way that respondents interpreted others outside their inner circle. It contains responses that include reflections regarding attitudes toward relationships, businesses and cultures around them. The idea of disconnect with the corporate world is also evident in some of the interviews. The corporate world has some interesting responses. Generally, three different words were used to describe the corporate world: mistrust, acceptance and indifference.

*Interviewer: What are your thoughts on owning your own business?*

**Respondent:** I want to have my own company and build it up from scratch [**Ambitions**]. It is important to have a goal and you do not have sense to what to follow [**Leadership**]. I feel

that having my own business allows me to branch out and become free [**Leisure Time**]. It also challenges me in different ways. I don't know what the world has out there, but just the idea is appealing and it is not just talk.

**Respondent:** I think that maybe I am wasting my time in school and I should open up a small business. I mention this a few times, but I get feedback from friends who I personally think are just sheltered in the higher education world [**Feedback**]. Here in business school we read about how guys have an idea and just open up a store. I mean, there is more to the story, but they take the chance. I think I can do it, but let's see [**Ambitions**]. The question does have a lot of meaning to me and it's been on my mind for some time now.

**Respondent:** First of all, I am lucky. I have my father who is always starting businesses. Mostly successful, I would definitely consider him an entrepreneur [**Family Influence**] and I have some pressure that he expects me to follow down that road, but let's see, I think it is great to own a company. [**Stewardship**]! He wants me to take on one of the business, but... I think a lot comes from him as a role model and I see that I have learned a lot from him over the years, but university has also taught me some new areas to explore [**Education**]. I think people have good ideas and they are suppressed in the job that they are working in. I like that my father encourages me to work here in Spain and I am learning a lot of real world experiences that I would never get back in Colombia [**Leadership**].

**Respondent:** Before I came to college, I started my own company. It was small but I sold and designed T-shirts and fashion shirts, I wanted to get the design [**Ambitions**]. I tried to look for the different ways I could go and finally I saw that my father needed help and I liked that fact that my father was a visionary. We share a lot of things in common, and he did not push me to do it but I saw it was a good way to go down [**Mentorship**]. But selling T-shirts is not what I think I wanted to do...It did teach me some good lessons in life! Hey, I made a dollar as you would say [**Views of the World**]!

**Respondent:** I don't think I would go and start a company right after I graduate from university. I would say that I would like to wait about five years and gain some experience



**[Experience].** It would be better to gain some experience. I just don't want to jump right into anything without having a handle on certain aspects of business.

**Respondent:** Actually, that depends on what I decide on doing and it depends if I like doing it. It would be a different if I start my own business. I am not scared to start my own business and I would like to start my own business. I think it is a real possibility and I just don't want to do it right now. I think it would be best for me to get some experience for me to figure out what to do and figure out how things are working **[Experience]**. I think school is great, but there are lots of things I have no idea about in running a business. To me, there are plenty of opportunities in companies and after college I would like to see some of them **[Education]**.

**Respondent:** I would like to start to open up something with my ideas or maybe I should start to work in another company and get more experience so I will be ready to open up a company. I see myself developing a lot of skills by working before I open up my business **[Experience]**. Opening up a business takes some money and the concept of money as it was taught to me is something that I value and I am cautious with the money **[Money]**.

**Respondent:** No. I do not think my brain works that way. A lot of days and nights I think about how I can make some money and I draw a blank. I think I am more productive if I work for company **[Ambitions]**. I am not that imaginative.

**Respondent:** My dream is to have a chocolate factory. My dream is to be the owner and to be in charge of my own destiny **[Ambitions]**. I've thought about it many times before I go to sleep. I've made calls to see if I can work in a chocolate factory in Barcelona. I need to learn what the employees do. The people that fold the boxes; putting chocolates in boxes, I know it sounds a bit crazy, but it's the little things that I think I lack **[Ambitions]**. I'm learning the management part at school and I must tell you I feel like the classes are really good.

**Respondent:** Yeah, first, I want to have a background in financial markets, for example, in the futures and then maybe foreign exchange rates. I tend to think big, but my goal is to one day open up a private equity company, but at 21 years old, I know it is a dream [**Locus of Control**]. To do this, you need some experiences. I don't want to spend my whole life working for others and if I am going to branch out, I want to do something where I know I can make it [**Challenge**].

**Respondent:** No, I don't think this is a scary concept. I think if you want to succeed in your personal life and to manage people, you have to be a good entrepreneur [**Attitude**]. It does not scare me. If you want to be different type of person and don't dare to take an opportunity or risks, you are going to be boring. I think it is a good opportunity to be different and to make things happen [**Attitude**].

**Memo:** The question of owning your own business was a very lively topic that really opened up the interview for most of the respondents. The question had many different facets that were not realized until the end of the data collection. It really was a hot topic of discussion that garnered passionate response from nearly all the respondents. This question allowed for more varied coding within each of the respondents' answers. Their responses illustrated that many of them want to control their own path in life and take risks early. Yet each of the respondents' thoughtful responses showed the differences in personality and how they viewed their own experiences, education and values.

*Interviewer: What role has money played in your life?*

**Respondent:** Money is a great motivator and you have to be dependent on it. You simply can't ask your family for money [**Attitude**]. So working hard and making the best of your skills is important. Your own accomplishments could be a reflection of money and being able to have a say in your future via hard work is what makes me keep on going. [**Locus of Control**].

**Respondent:** Money is a motivator but is not the most important thing in my life at this point. Someone mentioned that I should think about investment banking [**Social Status**]. They let me know that I would most likely have to work 80 hours a week and forget about having the weekends. You need a balance and you need to have some measurements outside the money. If you want to see your friends and you want to enjoy your life, you cannot if you work too much [**Working Hours**].

**Respondent:** I would say that money has to be compared to your lifestyle and one important fact is to keep that life balanced [**Contentment**]. You have to have a certain attachment in your life that grounds you and keeps you focused. You don't want to spin out of control and freak out. I have seen a few older friends of mine just lose it [**Quarter-Life Crisis**]. They say money is not the biggest thing in the world and I tend to believe them [**Social Status**].

**Respondent:** Well money does eventually affect the things you do [**Money**]. In the beginning, as long as you are getting the training and the proper pay and your foot is in the door then the money is not that important at that moment. If you have a job where someone is showing you how to succeed than I think that is more important than a big paycheck. This person can help you grow in the long run [**Mentorship**]. I think it is important to do things that make you happy. I like money, so I will guess I will find something that I like to do and pays me for it [**Contentment**], but I also know that after university those first few jobs and the people you meet will help you in the long run [**Attitude**].

**Respondent:** I would say it is a priority for me. I come from a good family, and I state that money is important to me not cause of my family [**Family Influence**]. I think money is a way for me to use my ideas. Just the fact that I have some many ideas I would like to turn these ideas into something and money is the vehicle for that. I need capital [**Ambitions**]. I would love to build hospital in a third-world country and not just for the money, but it would give some people some jobs [**Leadership**]. And, of course, it can make some money and help the local community and it would help people. For all of those things, you need

the capital. I have the motivation to try these things, and I think I can help if I had the capital [Challenge].

**Respondent:** I think that if I get all my money in the next five years, I would spend it on one investment in India or Malaysia or do I place it in the stock market [Money]? I am talking about investments and how to take the limited money that I have and turn it into something more. I would rather invest it making 12 percent somewhere. I don't mind the risks. Risks motivate me [Challenge]. I have a brother, who is younger, and last month he made 200 Euros selling jolly ranchers. He is 14, and the funny thing is that he had other people selling the jolly ranchers for him. It was like he started his own little business selling candy and took control of his income [Locus of Control].

**Respondent:** Money is not a motivation factor to me [Money]. I would not choose a job because of the money. Everything else matters to me more. With money comes a major problem. Money plays an important role, but it is not a driving factor on where I would want to work [Money]. I am focused on happiness and money to me does not bring happiness [Contentment].

**Respondent:** A salary cannot motivate my work. My job has to do something for me. The work and the money is not an end but a means to arrive to your goals [Attitude]. But there are always exceptions to the rule. People who have a poor life at home love work and crazy people make it a therapy [Views of the World]. People who have a nice life after work most likely hate to work. I think money will be a variable in my life [Money]. It all depends. Now my life is good. But who knows how things will go.

**Respondent:** Money is the reward you get for what you contribute. We need it to satisfy our basic hierarchy of need to survive and to maintain or even develop our living standard [Money]. I am all for money. I have goals and visions for my life and money makes things happen, I just have to go out and do it [Locus of Control].

**Memo:** The topic of money was not an easy subject to discuss and answers varied greatly among the respondents. Some respondents made it clear that the career they choose will be based on the money that can be made in that field. Other respondents did not place such an emphasis on money, aside from needing some for basic living and survival. Others had obviously given more thought to the subject and talked about money in terms of capital, free trade, and general business principles.

*Interviewer: Where do you see yourself in the near future?*

**Respondent:** The future is out of Spain. I think it is a must to leave Spain in order to have a future [**Career Movement**]. I want to open my mind and see other cultures in the world [**Views of the World**]. If you work outside your country and bring back new ideas that is really important for the growth of you as a person and it helps spread knowledge [**Travel**]. I would like to go to the United States again. I was studying in South Dakota a few years back. People laugh at me when I tell them where I was, but I liked it [**Views of the World**]. I learned about the people. Most people I meet that are from the United States have never even met a person from South Dakota, but I have (I lived there) [**Travel**].

**Respondent:** I think sometimes life or the future puts things in front so you have to compare different choices that will have an impact on where they will take you. So far, I was in Bogotá, and I could have gone anywhere [**Mobility**]. I went to Spain because I wanted to learn more cultures and learn about life, not to get a fancy degree from a European school [**Education**]. The future will take me to a place I want to go, but I am not a fortunate teller. I place trust in my education [**Education**] and my values that my decision will be the correct one, but I don't know as of right now. It's a hard question, but in the end, I have faith in my future decision [**Family Influence**].

**Respondent:** If I could change something, I would move and start a life in Canada [**Mobility**]. I had a change of life when I traveled and lived in Vancouver. It was a great opportunity for me to learn about different people and it made me feel like a different person

**[Views of the World].** Before I left for British Columbia, I was not open minded and it all changed when I went to Vancouver **[Experience].**

**Respondent:** I really like to know about other cultures **[Mobility].** I've been to Saudi Arabia and Spain, and I've tried to explain some of the problems I saw with the different cultures in the Middle East, but unless you know about it or have been there, it is nearly impossible to understand **[Education].** Lebanon is a bit different and not like other Arab countries. It has an international feeling to it. In the future, I can see myself somewhere in that part of the world **[Mobility].**

**Respondent:** The future for me will always involve work. I think sometimes of how lazy people are when it comes to work. I wake up almost every day ready to work **[Challenge].** I know the future will have some work involved and I say that with a smile, it is how I was raised **[Family Influence].** I think work is healthy for people and hey, I want to be healthy **[Attitude].**

**Respondent:** Well I don't think that far ahead. I will be working with my father. I will be helping my father in a family business **[Family Business].** Well maybe in 10 years if things get good and we get good cash I would like to diversity and get some restaurants and diversify some things, I don't know exactly, take one day at a time, but working and building a business with my father is a strong possibility **[Stewardship].**

**Respondent:** I know I want to do a masters degree **[Education].** I really don't know. It depends on my internship and what I discover and something that relates to business and maybe I work with the family business in the future, I think after the masters putting it to work inside a family company might be a good idea **[Family business].**

**Respondent:** I still want a good job. I would like to have children and some money. I think that is OK for me in the future I am not one to shy away from having a family of my own **[Children].**

**Respondent:** I am a woman, seeking to compete in an industry with many attributes associated to the male character –competition, assertiveness, ambition. Call me naive, but knowing that there is a glass ceiling motivates me. I already got the no for an answer. So now I may focus on getting the yes anyways [**Attitude**].

**Respondent:** I would like to work for the United Nations, and I'm planning to learn Arabic and I'm currently learning French in an effort to add talk to more diplomats [**Prestige**]. I'm finding out what the U.N. is looking for in people that they hire. I'm trying to work on that so I have a chance to be employable [**Ambitions**]. I'm not saying I'm going to do it, but I am working to see if I can get there. If my goals fall short, then at least I have made an effort to better myself. It is like business, where if you improve yourself you will get ahead, in theory [**Locus of Control**].

**Memo:**

Asking students to think about their future provided some very diverse answers. Words, body language, hand movement and eye movement were all different among the respondents. It was intriguing to witness these responses and the thought process that came along with their answers. Some talked of their futures with excitement and passion. The same can be said about answers that were just plainly flat and had little input. Other respondents did not articulate their thoughts on the future. Respondents associated their futures with values, pressures—both societal and familial—education, status and their locus of control.

## **Axial Coding**

Axial coding is an essential aspect of open coding. It consists of intense analysis done around one category at a time (Strauss, 1987, p. 32). The goal in axial coding is to bring together the open codes into a more concise relationship the diagram labeled data analysis process demonstrates this process in detail. Whereas open coding fractures the data into concepts and categories, axial coding places the data back together in new ways by making connections between a category and its subcategories. Thus, axial coding refers to the process of developing main categories. However, during open coding, the precise procedure of axial coding alternates with looser kinds of open coding. Specifically, this happens as the analyst examines new aspects of the phenomena of work motivation (Strauss, 1987, p. 32). During this process, the researcher found that the open coding process was like brainstorming, and the axial coding aided in gathering the thoughts and concepts from the brainstorming and developing them into categories.

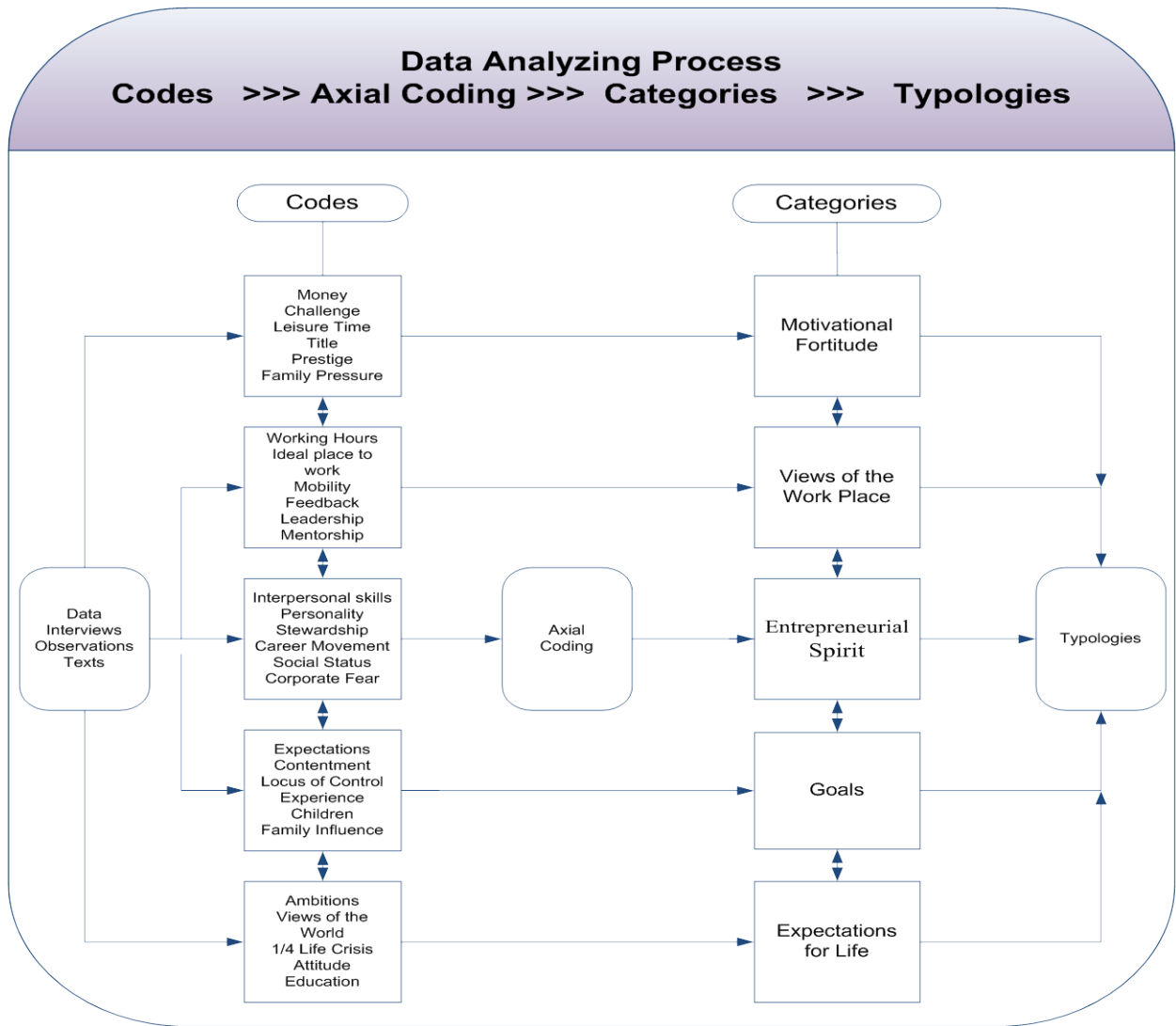
In the first steps of the open coding using the process of Goulding (1999a), the researcher assembled the data in new ways and started to assemble the open codes. Once the codes were established, the codes and the categories emerged (see Figure 21), which started to identify the phenomenon of work motivation as it applied to the research subjects. The process that was conducted explored causal conditions of the concepts that were found within the open codes that led to axial codes. The concepts appeared within conditions that influenced the phenomenon and emerged after careful analysis. Goulding (1999b) concludes that concepts in (Glaser and Strauss, 1967) were initially grouped into descriptive categories and were only deemed 'saturated' when no new information emerged from the informant's stories. They were then re-evaluated for their interrelationships and through a series of analytical steps, were gradually placed into a higher order of categories.



## Categories

Strauss (1987) uses criteria to determine what categories should contain. Corbin and Strauss (1990) commented, 'They are higher in level and more abstract than the concepts they represent' (p. 7). They are generated through the same analytical process of making comparisons to highlight similarities and differences that is used to produce lower level concepts. Categories are the 'cornerstones' of developing a theory, and the categories provide the means by which the theory can be integrated (Corbin and Strauss, 1990). While coding, the researcher noted that, although these concepts are different in form, they present items that are similar (Corbin and Strauss, 1990). The process the researcher took with the open codes reduced them into categories. These categories are from the axial coding method used in the grounded theory process. The process begins with open codes, axial coding and is then reduced into main categories. The diagram below demonstrates the in-depth research process strictly adhered to by the researcher.

The process of analyzing the data started with the open coding process. There, several codes were found. After linking codes, categories were formed.



**Figure 19: Data Analyzing Process (Source: C. Turnbull)**

The diagram illustrates the process in which the researcher followed the steps according to Strauss and Corbin (1998). The data was collected in the field via interviews, observations and documents. This data was placed into a coded system, as explained in the previous section, with the aid of the NVivo software. After reviewing the data, the researcher noticed key ideas and words that students talked about, and these ideas formed the beginning of

codes. Similar codes started to form, and during the axial coding process, the codes were placed into five categories.

## Axial Coding of the Categories

This process is sometimes referred to as axial coding. The five categories include: expectations for life, goals, entrepreneurial spirit, views of the work place and motivational fortitude.



**Figure 20: Categories (Source: C. Turnbull)**

Groups of like codes formed each of the five categories. The individual codes (see Figure 19) were sorted in the axial coding process to form the categories. Chapter VI further discusses and elaborates on the categories and how the categories help to form the theory of the typologies. The typologies directly stem from the coding process and from the methods used in grounded theory. The process of using grounded theory can, at times, be abstract. The usage of a storyline helps place the research in perspective. Strauss and Corbin (1998) state that the process of a storyline provides a conceptualization of the research.

## Integration of the Storyline

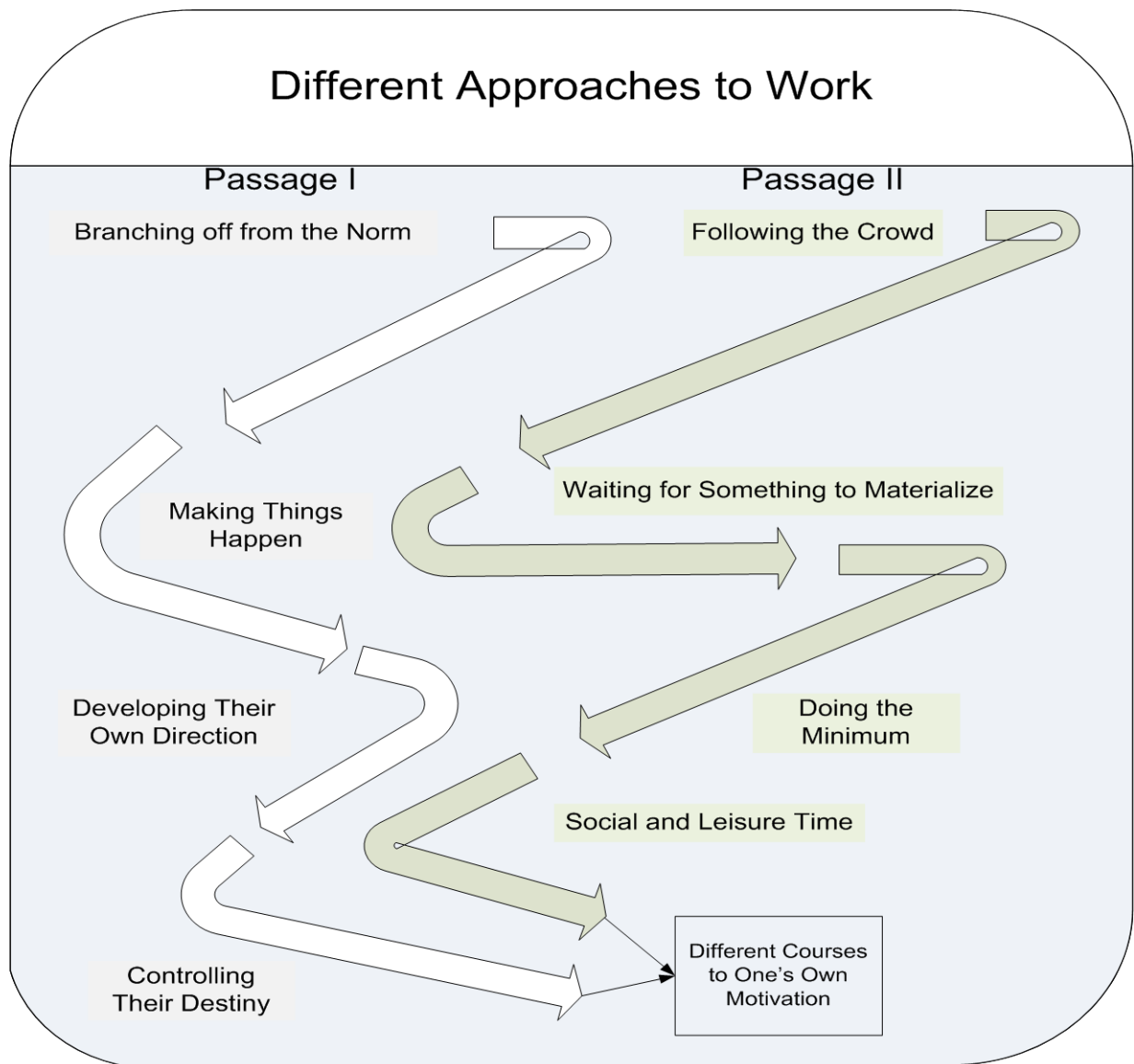
Over the past three years, the research study used informal and formal direct observation techniques inside the classroom as well as outside the academic environment. The study

includes 45 in-depth interviews and two focus-group observations. All respondents were between the ages of 19 and 26 and attended one of two accredited business schools in Barcelona, Spain. The research subjects were from Europe, North and South America and India. They had been living in Spain for three years or more. They represented a large geographical base; however, there was a lack of respondents from Asia.

The researcher was interested in finding and exploring several factors pertaining to the current students' work motivation. The researcher was exploring the current views on work, work motivation and future expectations in the workforce. During the data-collecting process took place in classrooms and open forums. Respondents drew on familial backgrounds, prior work experience and their educations. They answered questions about the present time as well as the future. Some respondents were able to present interesting thoughts and give detailed answers. Others were unable to articulate their thoughts. Nonetheless, the variation in responses struck the researcher. While each of the respondents was a current business student at the time of their interview, not all of them answered that they were driven by business. All of the collected data and the process of grounded theory follow the structure of Strauss and Corbin's (1998) outline on storyline.

## **Reviewing and Sorting Through Memos**

The memos provide a synopsis of the questions from the respondents (Strauss and Corbin, 1998). The memos allow the researcher to analyze the study as it unfolds. It also provides cues on where the research should be heading. The memos in this study provided substantial clues in the research and in the theory-building process. The review process systematically identified the properties of concepts. The data integration process can be simplified with a diagram (see Figure 21). This diagram illustrates the process towards work and the different paths one can take to reach their work motivation. Reviewing the memos led to an understanding of the different paths students take to reach their work motivation. The paths are indicative of the person. The person chooses their own path; their actions or non-actions pave that path.



**Figure 21: Paths Towards Work (Source: C. Turnbull)**

The diagram is one of the tools that helped formulate the integration of the data. Analyzing the storyline, reviewing the memos and carefully studying the categories were useful in creating the theory. In the next chapter, the interpretation of the data creates a better understanding of the phenomena of work motivation within the respondents in this study.



## **Chapter VI: Results Typologies**

The analysis of the data found four very distinct and different groups of business students who give meaning to their work motivation. As mentioned in the previous chapter, the respondents displayed different ideas about what motivates them to enter the workforce. The different paths trickled down to different types of students. In this case there were four types or typologies of students.

The four typologies—aptly named Gung-Ho, Lifestyle, Conventional and Adrift—reflect the diversity of the research subjects. Each typology will be discussed in detail below. Each provides a better understanding of the subjects. In creating the typologies, the inductive analysis task identified explicit patterns within the research. The subjects' themselves and the typologies are more than just descriptive analysis of the data. Digging deep into the data and interpreting the current business students' actions and responses with regards to the phenomena of work motivation formed the typologies.

### **Four Typologies**

The four typologies stem from the data and are clearly defined. The researcher, using the guidelines presented in grounded theory, established a series of open codes, and from the codes, categories were established and typologies were formed. Using the grounded theory method to analyze the data and interpret the open codes and categories, the four business student typologies emerged. The four types do share some common positions, but there are clear differences as well. Where Lifestyle and Gung-Ho both display similar leadership qualities, each is different in how they approach leadership in management. It is these differences that are highlighted in the interpretation section. The Conventional and Adrift types are similar in areas such as money and working hours but differ in leadership roles and entrepreneurial spirit. These aspects will be explored deeper in the next sections.

## Typologies Instead of Taxonomies

The reason for typologies is not to create stereotypes but to allow people to better understand the different segments of current business students. People are dynamic individuals that share certain aspects of life with others, but no group fits into a certain description box. This is why the researcher used typologies instead of taxonomies.

Taxonomies classify a phenomenon through mutually exclusive and exhaustive categories. Taxonomies are a scientific-based tool used to classify animals or insects. Typologies allow for a little bit more leeway. According to Patton (2002), typologies allow for a contrast that is built on ideal types or endpoints that illustrate rather than complete. It is this line of thinking that better follows the philosophical foundation of the research and brings interpretation into a clearer picture.

There have been a number of studies conducted that have presented their results in this manner. Typologies are used in the managerial vernacular of the everyday man, and they are easily transferable to the business world. However, for research purposes there have been several well-done studies that have used typologies. In these studies, for instance, such items as values, attitudes and behavior have been researched (Westerbeek and Smith, 2003). The topic of personal identity, which was investigated here, has been placed in typologies according to similar methods (Redden and Steiner, 2000). Outside the academic world, typologies are more commonly used in our universal thinking—with topics that include politics, for example. People are referred to as conservative or liberal. Marketers spend countless hours designing commercials, sales and promotions tailored to the ‘last-minute shoppers’ or ‘early-bird diners’. All of these types are just a way to take complex topics and make them a little simpler for the managers to understand. The research study attempts to do the same with two complex subjects: current business students and work motivation.

During the first review of data, the typologies did not present themselves to the researcher due to the amount of data and the assembly of codes and categories. The distinctions between the different codes took some time and careful review to ensure the codes could be aligned and placed into categories. In the early stages of data analysis, the researcher was constantly reviewing the interviews, the codes and the categories, looking for the answers of



work motivation, which could not immediately be found in the data. The data became clearer after some time and types emerged using grounded theory. The typologies became clear after taking a period of time away from the data interpretation. It was soon realized that motivation did not just come in one type for all current business students. There were four different types of current business students with different types of motivation.

Smith (2001) says that ‘information seeks models of the world that make sense and whose consequences can be worked out to replace a world you do not understand by a model of a world you do understand and is no help to the scientific community’. The frustration of looking at the data and trying to see the answers is a difficult point in the research process. What Smith (2001) eludes to is ‘important to consider, creating a theory out of frustration is a dangerous line to walk down of any researcher’ and thus, it is advised to step back from the data and take a break. In this case, Smith was correct. When the researcher stopped and stepped away, the typologies became clear.

A point of reflection occurred after a new review of the data, which entailed comparing the hand-written notes taken during the interview process and re-reading the transcriptions. While reviewing the interviews, it became clear that some of the respondents were motivated and excited to talk to the researcher about the topic of work motivation. Their body language perked up after the ice was broken, and they felt more at ease with the interviewer. There was a tremendous amount of eye contact involved during these interviews and hand gestures were animated. The interview had a very free-flowing way about it, and it was clear that the subjects wanted to express their thoughts and feelings on the subject.

On the other hand, it became evident after reviewing other notes from interviews and transcriptions that the opposite also occurred. During the interviews, some respondents had less enthusiasm during the interview process. It was clear to the researcher that an inveterate outline was taking effect. Certain students were reluctant to speak about work motivation or work in general. The same current students really did not give it much thought, and they lacked clear direction on work or what their motivation entailed. At this juncture, the

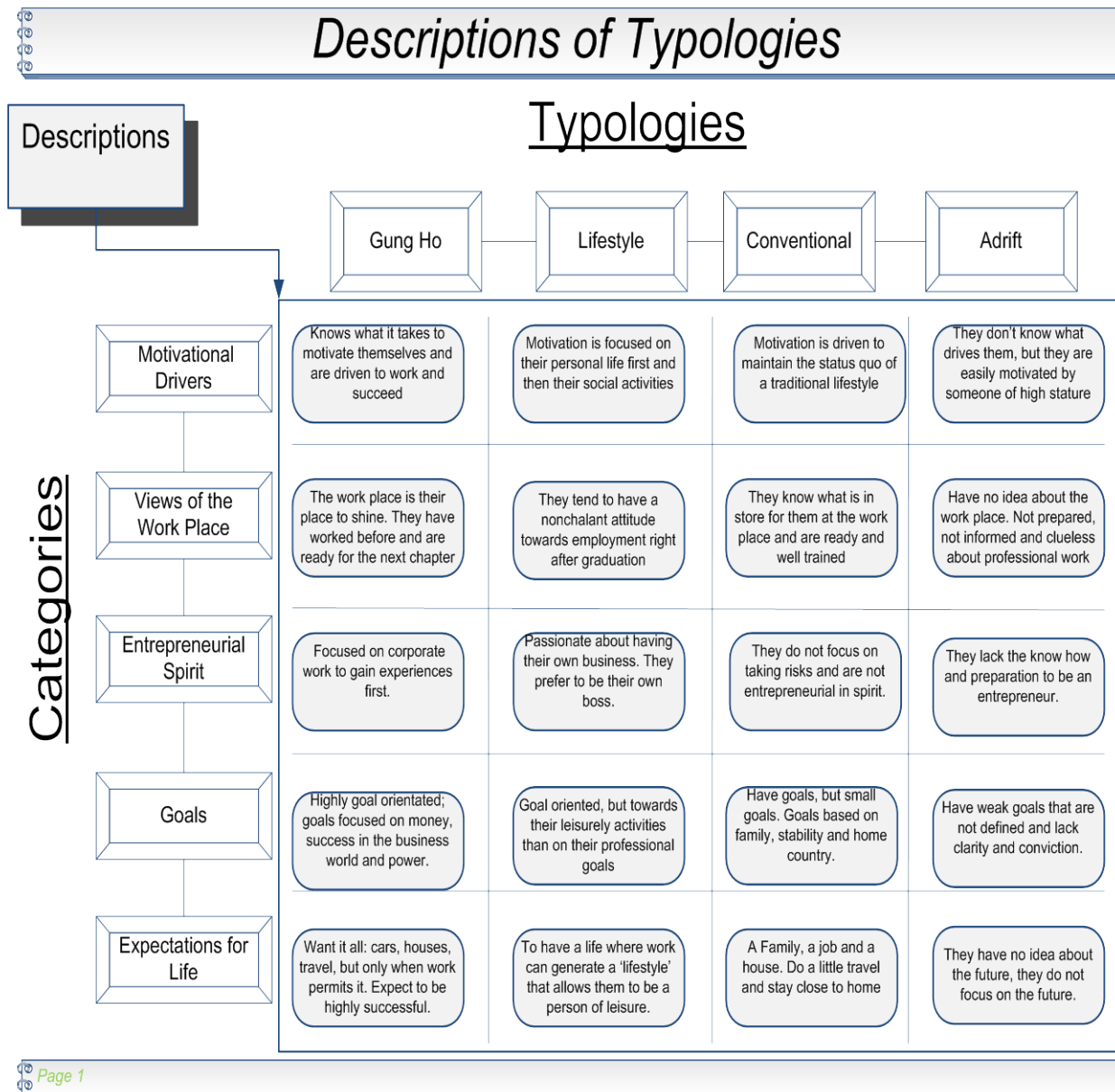
researcher had to be extremely careful not to force the interview and lead the interviewee into a feeling of discomfort. The utmost respect was given to each of the interviewees and careful attention was paid to their words, their body language and the length of their interviews. All these differences were later confirmed in the reviewing process and with the formation of the typologies.

## **Analyst-Constructed Typologies**

The typologies were created directly from the data and the grounded theory process. Within each interpretation of the typology, there were direct quotes pulled from the interviews. These quotes were only a sample of the data that was used in interpreting the typologies.

The analyst-constructed typologies follow the same line as Patton's research studies (1999, 2002) in the use of typologies to break down complex phenomena. This entailed the researcher to use an inductive approach of re-visiting the data to look for certain types of patterns, categories and themes. From the data, a number of typologies on a given phenomenon were constructed. Similar uses of grounded theory and typologies are present in approaches used by Wolf and Tymitz (1978), Goulding's (1999a) study on museum visitors and Rodrigo and Arenas (2008), who investigated corporate social responsibilities in an organization. All of this research uses something similar to Patton's (2002) approach in 'creating analyst-constructed typologies through inductive analysis, the task of identifying and making explicit patterns that appear to exist but remain unperceived by the people studied' (p. 459). Thus, four different current business students were interpreted. Their differences range greatly from intrinsic to extrinsic, from leadership styles to managerial styles.

Below, is a table used to describe each of the four typologies. The categories are listed on the left side of the table with a brief description.



**Figure 22: Descriptions of Typologies (Source: C. Turnbull)**

The table is a quick reference of the four different typologies with respect to the different categories. Each individual typology will be described and interpreted deeper to further reveal what who they are.

## Typology I: 工合 Gung-Ho

Gung-Ho is a common word in the lexicon of American English, but the term is not American or even western. Gung-Ho is an anglicized pronunciation of "Gong He" (工合). The term Gung-Ho was picked up by Evans Carlson, a Major in the United States Marine Corps (USMC). Carlson explained in a 1943 interview: 'I was trying to build up the same sort of working spirit I had seen in China where all the soldiers dedicated themselves to one idea and worked together to put that idea over. I told the boys (Marines) about it again and again. I told them of the motto of the Chinese soldiers, Gung-Ho. It means 'work together work in harmony' The two Chinese characters (工合) are translated individually as "work" and "together," but they do not form an official phrase.

In an article titled 'The Legacy of Evans Carlson,' by Robert J. Dalton, Lt. Col. USMC, in the August 1987 Marine Corps Gazette, the author states, "Ironically, the term 'Gung-Ho' has come to mean almost the opposite of how it was originally used. Today, the term has an aggressive, Prussianism connotation. It has little of the 'ethical' meaning for which it was originally used...."

Evans Carlson's wrote a book titled, Twin Stars of China, 1941. In the book, Carlson details how he grasped the meaning of work, team work and working together. He did by direct observation of the work habits of the Chinese soldiers. Carlson wrote, 'The superb fighters of the Chinese Eighth Route Army had studied the Japanese methods, tactics, and psychology for years. They knew intimately the strengths and weaknesses of the Japanese troops'. Carlson watched in amazement when a column of over 600 Chinese soldiers had completed a march of 58 miles (93km) without sleep. Not a man left the column on this march. Carlson pondered that it could be nothing but the desire and will of each individual to complete the task. Through systematic indoctrination, every man had received what I call ethical indoctrination. Carlson drive homes the pint that 'They knew what they were

fighting for' ... The men of the Eighth Route Army had a term for this spirit of cooperation. They called it 'Gung-Ho, but much more than that, they knew why that march was important to the whole series of battles they were fighting; and they knew why these battles were important to the whole war against the Japanese. In short, Carlson conjures that the Chinese understood why the efforts of every single one of them was necessary to the whole Chinese people. Carlson, bringing back what he had learned from overseas went on to explain that Gung-Ho was important to Americans. For Americans, the term Gung-Ho gave them the chance to practice the democracy they believed, where no man should have privileges over another man and where discipline comes from knowledge—a confidence that creates initiative and daring in battle—greater damage to the enemy—lower cost in lives to themselves.

The term Gung-Ho is at times misrepresented in American lexicon, but the core belief of working together and getting the job done for the team and for one's own beliefs has not changed over time.

### **Interpretation of the Gung-Ho Typology**

The Gung-Ho type is a super ambitious and eager type that contains high levels of work motivation and elements of confidence that borders on superciliousness. The interpretation of the term Gung-Ho depicts students who achieve what they try to put their minds to and that is exactly what this type of current student embodies. They are natural leaders. They take things seriously and want to provide leadership for others. They try to lift the *Esprit de corps* of the team and are great team leaders. However, if they are not leading the team, their teamwork tends to falter. They have courage, and wholehearted dedication is at the core of this type. They want to conquer the corporate world or anything they put their mind to.

Gung-Ho types are more in line with a corporate world. They want to lead an organization. They are focused on education, and they are driven by accolades such as rewards, personal goals and social status. They are hardworking, smart and able to get things done. Most of the Gung-Ho types are ready to hit the floor running, meaning they are ready to begin work

on the first day. They are well trained and excelled in their university coursework. They are savvy with the computer and the software, although they are not experts. They have had work experiences before, which helped shape them into the leaders they have become.

Here is an example of how a Gung-Ho type interprets motivations: Elena, 22, from Columbia, knows what she wants out of her professional life and understands what it is going to take to motivate her into the workforce. She has clear goals about the future and is very precise about how she is going to obtain them. Her family owns a couple of hotels in Colombia, and she has been working inside the hotels for several years. She has some good managerial experience and has been involved in working from the bottom to the top of the family ladder. She is driven by her goals and her ambitions are clearly stated in her words and her actions in and out of the classroom.

Elena states, 'I really want to have my own hotel and not just one hotel. I will be my own boss. In doing so, I realize that I also need to learn more about the industry, and I will make mistakes but I will recover from them.' She explains that her own hotel would be within the family's corporate umbrella. She continues, 'I know that my youth plays to my disadvantage, but it also plays to my advantage in my enthusiasm and ambition towards working. I can manage people. I really want to learn how to manage for the future.' She is very strong-minded in her direction and her passion toward her goals. Not all Gung-Ho types are exactly alike, but the desire to lead and take control in a leadership role is much aligned.

The Gung-Ho type displays clear goals that are oriented towards working hard and becoming a success. They normally have big personalities, flowing confidence and are full energy towards corporate work. Henrick, 21, from Germany, states, 'I am interning at Hewlett Packard and once I am offered a full-time position, I will move right into the company. I would be eager and I would be moldable and engaged in the company. I will be a factor and an asset of the company where I know my personality will be tested, but they will see what I can contribute and give back. I will show people that I can actually help the

company grow and become more successful'. Gung-Ho types want to be tested to demonstrate that they are good enough to be in the corporate world.

The Gung-Ho type is also more concerned with monetary rewards, success in the workplace and how they are perceived among their peers. During the analysis part of the data, the researcher noticed a reoccurring theme that the Gung-Ho type feels comfortable discussing money and the fact that they would like to have more of it. They are driven by money and what it can bring them. Since they are also the types that have worked before, they know the value of currency. This is, of course, not the case for all Gung-Ho types.

Retish, 20, from India, who now lives in Barcelona, reveals his desire for money: 'I have so many goals I set for myself, but most of them have to do with material things. I don't wish for things that are silly. I am not silly. The day I became 20, I looked at my life, and I was a bit worried that I had not done anything or earned anything.' Retish is almost embarrassed that he has not accomplished anything at his young age. He continues, 'One of my goals is to impress my father; the second is to make \$1,000,000 Euros in the next three years. I find that I am driven trying to obtain this money. I know it sounds bad or possibly poor of me, but it is what drives me to work hard. I have already started my own company and I am doing OK here in Barcelona. I am young, but that does not stop me at all. I learn a lot from my father, but he often tells me about money: 'If money is in your destiny, it will come to you.' My father said that money is like a butterfly: If you go and try to catch it, you never will. But if you sit there and wait for it to land on your shoulder, it will. So don't try to chase after it; the butterfly will come to you'. He continues, 'I love what my father has told me, and I hold dearly to his words. But it is impossible for me to just sit here and wait for money to come to me. I have to go and get it'. Retish is a prime example of the Gung-Ho type and the connection to money and his ambition towards work.

The Gung-Ho type feels compelled and obligated to help and become part of the company. They feel an obligation to the company, and they want to work hard to prove to others that they are good at what they do. Jolena, 22, from Bulgaria, has strong feelings about the workday. 'I just don't want to put in an eight-hour day and go home and collect my

paycheck. I want to speak to people with whom I work with about my work and about their work. I don't want to do my work and that is it.' She wants to be interactive with other coworkers. She and many like her want to talk about how to improve the company. They are ambitious about the future within the company. She states, 'I want to be engaged and apply my knowledge to the company. For me, for example, innovation and commitment inside the company is key.' Jolena and other Gung-Ho types cannot just sit back. They want to feel that what they are doing has meaning to the company.

Laura, 23, from Spain, describes her job hunt and what she wants out of her employer and the company. 'I have been looking for employment for the past two months, and I know there are jobs out there. To be honest, I have turned down one job already because the company was not able to demonstrate their mission and what they want out of me, so I searched for something else. I want to know what the job entails; I don't see myself behind a desk. I want to be given a task that would expand my knowledge, and at the end of the day, I want to feel that I have helped the company'.

A similarity, which was surprising to the researcher, was evident. When values were discussed with the Gung-Ho types during the interview process, Gung-Ho types gravitated towards values but not in the traditional sense as (Gustafson and Mumford, 1995; Latham and Pinder, 2005) discuss. Carmillo, 21, of Colombia, for example, states 'I value quality in products. I don't think that prices are the best things. I think good service is the most important thing. The reason people buy things is because they get great service, and the customers are happy with the product. It is about the quality of the product and the quality in the service that they receive.' Hanne, 21, from Germany, states, 'I value efficiency in the workplace, and I value a well-run company. When I was working as a clerk for a car company, things ran smoothly—from the paperwork to the employees' attitudes toward their jobs. It was extremely efficient and clear. I place a lot of value in these things.'

These values are built around working, money and social status. Gung-Ho types talk about currency exchange, the price of oil and Wall Street. They think differently than many of



their peers. They are serious and very professional, intense at times and very analytical when it comes to the workplace and their attitude about being part of it.

Gung-Ho types are the go-getters in the workplace. They are hungry to make their mark in business and want to succeed. The data shows that Gung-Ho types are ambitious and eager to join corporate world. What motivates them? Research illustrates that for some, it is based on familial pressure to succeed. Others possess an inner drive. They are all driven by the fear of failure and motivated by the success in themselves.

## **Typology 2 ‘Lifestyle’**

### **Interpretation**

The Lifestyle typology is unique when compared to the others. Lifestyle types overflow with imagination, creativity and vision. They are referred to as the wild card, but there is tremendous upside to this group of current business students. Lifestyle types think outside the box. They have great ideas and are full of life, which, at times, diverts motivation away from work. The Lifestyle type often conjures up thoughts of great potential. Like a wrecking ball, Lifestyle types can conquer greatness with their ideas and execution, or they can make one big mess. It depends on the day. The Lifestyle type has the potential to be a radical and change things in the workplace.

The Lifestyle type proves to be a challenge for the manager, and some questions will arise such as: Do they want to use their gifts to be part of something at work and create something new or do they just want to be giving half and surviving to provide for their outside activities? The Lifestyle typology often asks if the new idea or if the effort is worth it to them. The effort they give—whether it is in their work ethic, attitude or the university coursework—can produce amazing results.

The energy that the Lifestyle type stores within themselves is waiting to be tapped into and unleashed. The Lifestyle type is dynamic and creative in ways not seen in the Gung-Ho types or the other types that follow. Their motivation comes internally. Yes, Lifestyle types possess work motivation, but the way in which they apply this motivation in the workplace is what makes them unique. Interpreting this work motivation is a difficult task. Lifestyle types are not lazy, but research shows that this group is almost jaded by the corporate world. Many see large corporations as necessary evils.

The Lifestyle types possess marketable skills and knowledge, which gives them a great sense of the world around them. Based on the interviews conducted, Lifestyle types are

generally well rounded in their general knowledge and educated on subjects ranging from politics to literature. Their knowledge is not always obvious at first meeting, and it takes time to fully understand their capabilities. They are not impressed with material things.

The Lifestyle type sees themselves as different. They have difficulty understanding the older generation of workers and don't see eye to eye with everyone. The Lifestyle type often mentions environment, freedom and travel when it comes to traits they seek in the workplace. Martina, 24, from Norway, describes the workplace and where she sees herself, 'I always see myself working in a more laid-back environment, not a formal, strict, huge company. I enjoy meeting new people and working in groups, but I like working individually as well. I want to be in a place where I can learn, where I can use my mind. I need to use my mind in order to feel like I am doing something with my time. I also love my free time. I have a lot of hobbies that I want to make time for.' Lifestyle types place the emphasis on themselves and their time rather than the company's time. They want to be able to work but be able to have the freedom too. They are their first priority, and the job is second. The job is meant to provide an income and a place to meet people and be social.

Lifestyle types do not exist in just one culture or area. Lifestylers make up a component of every current business student pool in the world. Their outlook on work is not an attitude that has been expressed in any working generation before them. If they feel a job is not a right fit for them, Lifestylers have no problem picking up and leaving their position. They are not driven to stick it out. Milena, 20, from Russia, articulates, 'As a person who is about to enter the workforce, I have the tranquility that if something goes wrong with my workplace and if I am not getting along with my manager or my senior colleagues, I will leave and find something else.' Lifestylers' loyalty is to themselves.

Milena says, 'If I do not like the conditions in my contract or the work environment, I can find another place to work. If I have doubts that the job gives me the satisfaction that I crave and need, I can easily quit and find another one. To be honest, I don't even feel guilty about it.' This feeling of not having any loyalty for the company they work for makes Lifestylers vastly different from workers in past generations. Lifestylers also differ greatly from the

Gung-Ho types discussed previously. Lifestyle types see the bottom line in the workplace when it comes to large corporations. For this reason, they don't connect on a personal level to their jobs.

So what motivates the Lifestyle types? Just that. Lifestyle. They want to maintain their lifestyles of travel and leisure activities, and they need their jobs to provide that. However, Lifestyle types are less concerned with money than the Gung-Ho types. They have great internal strength and confidence that they get from their surroundings and from their intelligence. They tend not to stress about things.

The Lifestyle outlook on life and work is simple. Miguel, 21, from Columbia, explains, 'In the end, maybe I'll never have a Ferrari. Maybe I'll never have this or that per se, but I'm pretty sure I will be okay in life and I will find my happiness without the three houses or quarter of million-dollar car. But you know what? Even if I don't have any of the material things in life and even if I run into a lot of setbacks and a lot of obstacles, I will be fine.' This is an outlook shared by many Lifestylers. This outlook will make the Lifestyle types very successful. Miguel continues, 'It's an attitude that is almost fool-proof. One day you wake up and you're 40 years old because that is the way life goes. I mean maybe not 40, maybe 30. I've heard my father and other people around me say how fast it went by. They tell me that life is half over. I just don't want to wake up and say, 'Oh my God, if I would have just been more positive and more alive, I want to live and I want my life to be just that, my life.' Miguel, like others, is more concerned about living life and not letting life pass them by. Lifestyle types carry that mantra to the workplace. Work is work, and that is it.

Lifestyle types crave freedom, freedom in the workplace and freedom in their personal lives as that time pertains to work. Marc, 21, from Spain, explains, 'I would like to have freedom in time. I had this problem before. When I work, I really work. Perhaps I have a problem concentrating on one task, but once I get into it, I really get into it. The Lifestyle type is intriguing because once they get into something they are great, but getting them into something is really the key for their personal success and for the success of the company.'

Lifestyle types are talented individuals, but getting them personally involved in their work is the challenge with this group.

Marc continues, 'I don't stop until I get done. When I was working in an office here in Barcelona, I did not really fit in. I was there for eight hours straight. I never stopped for coffee or a smoke like my other coworkers. My coworkers would take a break three or four times a day for a cigarette, coffee or snack break, and they would go for lunch for two hours. I know I could have done these breaks and the long lunch because everyone does it. It's the culture, but I think differently. I want to get my job done. I want to get the task I started with over, and I don't want to push it to the next day or be at work until 9:00 p.m. So I work hard when I am at work.' The Lifestyle type realizes that when it is time to work, they work. They are not lazy. When they work and get motivated to do something, they tend to do it with great gusto.

Lifestyle types are, at times, met with conflict when it comes to their views and on the subject of time and how best to use it. They do not want to have to be at the office longer than they have to be, so they are motivated to do what they need to do and get out of work. They are not at work to waste time. They are there to do work. The Lifestyle type meets these challenges and differences head on. Pau described a situation he encountered at the Spanish firm he works for, 'Sometimes I do not understand my own culture. My fellow workers would be at the office until 9:00 p.m. and there was no need for it, but they take a two-hour lunch. If they worked differently, work would be done sooner. I can be with my friends or girlfriend or just be alone away from the office. I also have a life outside my current job, and I want to enjoy my life.' Lifestyle types differ from the cultures in which they were raised.

To Lifestyle types, money is just a necessity. They need money to live and foster their extracurricular lives. Diego, 22, from Portugal, says, 'Money is a motivator but is not the most important thing. Someone mentioned investment banking, but I would have to work 21 hours a day. I need a balance. If you want to see your friends and you want to enjoy some money, you cannot if you work too much. After all, the most valuable lesson I have

learned in my adult years may be that I am given one life and it might be over sooner than I realize. That is why I will live it to its best. Give it everything it takes, and take everything it offers.’ Max, 24, from Germany, states ‘I want people to know they can count on me. I also need a long leash when it comes to work. I understand the longer the leash the more rope I have to hang myself, but I am okay with that. I don’t want to be stuck in a box and have the rules laid out for me. Once I feel like I am in a box, I lose my motivation to work. I like to feel like I have the ability to be creative. I think I know whether or not I am doing good work. The thing is that I need the feeling that I am running my own little business and maybe that is just what I will do.’ The entrepreneurial spirit is alive and centered in Lifestyle types. The feeling of needing to be in charge stems from the fact that Lifestyle types control their direction in life. The Lifestyle types are an affable, abstract and dynamic type of student ready to enter the workforce.

### **Typology 3 ‘Conventional’**

#### **Interpretation**

The Conventional type has a deep purpose for working. The Conventional type of student and future full-time worker exhibits customs and norms that follow the traditional workers from past generations. This stems from their values and family influences. Conventional types consider it a great achievement to return to their hometown with their degree and start a shop or work in an existing family business. They work hard; they are focused at the job at hand. They care about money but are not looking to strike it rich. They are more prudent and less flashy with their disposable income. Their values are based on family, friends and country. They are not thrilled to travel, but they tend to travel enough to understand that there is no place like home. The Conventional type is very aware of what the 40-hour workweek entails, but they have a fear of big business overworking them and treating them poorly. They will have no problem voicing their opinion if they feel like someone is taking advantage of their work ethic. They work hard, but when the day is over, they are done. Their motivation has a time limit, so the Conventional type tends to keep schedules.

The Conventional type is a team player. The Conventional type promotes harmony inside a group. Jonas, 23, from Norway, says, 'I don't want to be the boss or the team leader. I am not lazy, but I just don't want it. I like my job, and I like my fellow workers. I want to fit in and enjoy my time at work. If I work extra hours, I get my overtime. If I want to make a little extra money, I can work somewhere else for a few hours. It's not like the managers are making twice as much as the guys. I don't want the stress.' Conventional types shy away from leadership roles, but when called upon to do something, they do it well. They realize that being part of the upper management or being part of something bigger is not for them. They seek a place to work to bring home a paycheck.

Leadership roles differ among Conventional types. While it is not the position they crave, Conventional types will not shy away from a leadership role or other challenge. It is just not their preference. They are good group members and want the overall mission of the company to succeed. Their confidence tends to be weak, but they are more than capable of performing tasks at hand; they just need a push. Dom, 23, from Germany explains, 'I was never great at playing football, but I played. It took me a while to realize that I always thought that I had to be the best. Finally I realized that I am not the best but that does not mean I am not good. I work really hard at things, and I am proud of my hard work'. Dom's attitude remains positive. He is a hard-working employee and a hard-working student, but he is not the employee coming up with great ideas or the student getting the best marks in the university. Their motivation is driven by respect, loyalty and honesty. Dom's words ring true for this typology. They are not the best, but they just want to play and work hard.

Conventional types are better suited in the team environment. They place the team's goals ahead of their own. They often feel uncomfortable working alone and excel when working with others. They depend on the group for support and motivation. The Conventional types seek the acknowledgement of the group and feed off their praise; they need this to be motivated. Working inside the group allows them to feel more comfortable and relaxed. They are very honest, fair and extremely respectful of others. They are positive, upbeat and great team players; they are people who think of others first and themselves second.

However, they lack confidence to overcome some challenges; whereas, the Gung-Ho and Lifestyle types have more confidence and are willing to go outside the group, the Conventional type is motivated to work inside a group where the social settings are more conducive to them.

Conventional types are genuine and unpretentious. While they spend a lot of time praising others, Conventional types crave respect and recognition. Harry, 20, from Germany, says, 'I think the most important aspect, for me, is if someone gives me recognition for my work, it means people recognize my efforts. If I have someone that encourages and gives me advice, I feel more productive and effective, and with this recognition and evaluation of my work, I usually gain self confidence, which makes me grow. At times, I feel like work is just work, but we can be human to each other and respect each other. We are not machines and a little interaction goes a long way.'

The Lifestyle type is motivated by themselves and worries about their own well being. The same can be said for the Gung-Ho type. In both cases, the focus is on the individual and what they can do to improve their life. This is not the case with the Conventional type, who is truly motivated by helping others and maintaining harmony at work. Supporting the group effort trumps promoting their self-interests. Harry explains, 'To have people around me is a great tool. To challenge myself and make me excel inside the group is key. The competition and challenge in that situation is something that makes me better.'

The Conventional type is looking for friendship in the workplace. They want to be a part of something in the social sense. Mark, 21, from the United States, describes his experience as a check-in agent at the international airport in Miami. 'I enjoyed being at the airport. I needed to have contact with the people. It was also a great feeling when I was there to help them, and I could see that I actually helped them in different situations. People would come from all over the world to Miami and be a little lost at the airport, and I was able to help them as best as I could and it was a good feeling. It was just that I liked helping people. It was an extra bonus because I really did not think of it as work.'



The camaraderie he shared with others is what ultimately motivated Mark. ‘I really liked showing up at work because I felt like I had a new set of friends, and it really motivated me. I really felt like we were a team—my colleagues and I. I remember no one ever slacked off; we all brought the same effort to work. We were all having fun together. One day the corporate staff came into where we were working. They knew I was a college student and going to graduate soon, and they approached me to see if I wanted to become part of the management team. I did think about it, and the next day I told them I could not take the position. I liked where I was and the people with whom I worked. So I passed up on the stress and the money.’ Mark is like many other Conventional types—passing up jobs that offer more responsibility and money to be able to work in a more collaborative but lower-paid positions.

Mark’s example is just one of many that defines the Conventional type. In addition to their yearning to be a team player, Conventional types tend to be extremely honest and hard working. Jordan, 25, from Spain, is a full-time student and a full-time employee. He says, ‘I worked in Sweden at the central station passing out newspapers every morning. I needed to work to pay my rent, to eat and to pay my tuition. I like to work, and I have no problem with work. I was working early in the morning, like 6:00 a.m. I was passing out newspapers, sometimes in the rain, in the cold, but if you need money who cares about the job. Passing out newspapers was not my dream and it’s not my future. One of the reasons why I am attending university is so that I don’t have to pass out newspapers, but I am not embarrassed to tell people I passed out newspapers to pay my rent. You see, I paid my rent, not my mom, not my dad, but me and only me. I never asked for much and maybe that is my problem, but I have a lot of self respect, and I have a lot of respect for people who work hard.’ Jordan’s statements ring true for other Conventional types. Although a bit more extreme, the underlying message is clear, hard work and respect are two factors that motivate Conventional types. Conventional types never shy away from hard work, and they typically have a positive disposition towards work and life in general.

While likeable, Conventional types are challenged by others to defend their values and work ethic. Lars, 21, from Germany, explains, ‘I wake up at 5:00 a.m., and I go to work, then I

head over to the university after my shift at the factory. My classmates never have time to meet for group work and they never have time to do anything. I don't understand that they come to school for a few hours, don't work and are telling me they don't have time to work on a presentation or an assignment. They usually come here for four hours and they have no time...How can they say that?...I do a lot of things with my day. Maybe they are just lazy, maybe it is Spain.' Their work motivation and work ethic are intertwined. They are devoted in what they do and they are often in conflict when they do not see the same dedication from others.

Conventional types tend not to take risks and have a more conservative approach when it comes to work. Dominic, 24, from Germany, says 'I would often discuss my ideas with classmates and professors and get feedback about a business plan and the ideas of starting my own business. But I would just say to myself I envy people who just go ahead and start a company. You read some newspaper article or a business case in class and you read how some 24-year-old just opened up his or her business. They just go ahead and do it. They take the jump right into the water and they never even know the temperature; they just start swimming. Man, I envy that kind of thinking and action. The idea to create a company without years of experience is crazy, but that must be exhilarating. I can never do that, just jump. I just don't feel empowered to take the chance.' Dominic represents the classic Conventional type: good ideas, no confidence.

The Conventional type does set goals; however, they tend to be on a smaller scale when compared to the aspirations of the Gung-Ho and Lifestyle types. They are more focused on the short term. Lisa, 23, from Panama, explains the importance of money, 'Making money is a matter of need. I have my bills, my rent and my loan to repay. If I work hard every day and do my work accordingly, I expect to be paid. I am not asking for the highest salary but enough to see my parents back home and have a nice place to live. I am not a big spender, so I do not need to make a million dollars a year.' For Conventional types, status and social class are not as important as the relationships and values they possess. Conventional types will not seek out the highest-paid job; they're happy to provide support for the company and individuals they work for.

## **Typology 4 ‘Adrift’**

### **Interpretation**

The Adrift type is not a hopeless bunch, but rather a group of students who have not given enough attention to their direction. The word itself means without motive power and without an anchor to ground them somewhere. This type is without ties, guidance or security and free from restraint and the support of others. They are intelligent and possess some skills. They are as capable as any other type, but Adrift types do not apply their knowledge or skill set to their futures or their lives.

Interviews with Adrift types were initially thought to be throwaways in the data collection phase. Adrift types provided incoherent answers and directions during the interview process. A review was conducted, and the interviewer re-examined his notes from the interviews and direct observations and came to the conclusion that there was a pattern: The interviews and the content found in these notes were different than the data collected from the Gung-Ho, Lifestyle and Conventional types. A period of reflection and conferring with others helped the interviewer formulate the fourth and final typology.

The Adrift type does understand the basic concepts in their respective majors, and they understand the material from other courses in business school. They do not lack intelligence; they lack motivation and focus. They lack the guidance and mentorship of applying themselves—and their skills—to their futures. They do not look inward for inspiration; they look to the world around them but without clear direction or goals. It is because of this that they tend to be naive when thinking about careers. Adrift types are not typically concerned about the future after university. Jena, 24, from Barcelona, exemplifies, ‘I think it is my way of being. I feel confused when I set goals. I know I should have some kind of goals in life, but I am young and I just don’t want to tie myself down to a certain path. I just want to live. I really am just going to finish my studies, and I hope everything will work out. I was thinking about putting together a resume and doing a cover letter, but that means I have to

look for a job and I really don't want one.' Like Jena, many Adrift types' motivation is not focused on work or attempting to secure a career but on the pleasures of life. This may sound similar to Lifestyle types, but Lifestyle types do focus on getting a career and taking control of their employment status to earn money they can spend on their lifestyles. Adrift types' carefree attitude seems to stem from a lack of pressure and mentorship from others.

Adrift types tend to be perplexed by long-term planning and finding work. Their motivation is often misplaced and they have problems focusing on the long run. Mari, 23, from Norway, explains, 'I am never good at long-term planning. I think I have to get an internship or something like that and be ready for life after school, but I really have no idea what I am supposed to do. I have some nervous moments thinking about this stuff so I try not to think about it. I guess I have some kind of motivation. I look forward to coming to class and meeting my friends. I guess something will work out after I graduate. I think I will have to do a resume at some point.'

The Adrift type understands that there is a future, but they lack ambition to go and solve their own problems. During the interview process, Adrift types tended to ask a lot of questions about work and goals. Uncertainty leads Adrift types to shy away from difficult, rule-based situations. They are dependent and work much better in a group setting. They do not possess the go-getter attitude exemplified by the Gung-Ho and Lifestyle types, and they differ from the Conventional type, who does not seek a leadership role but can perform as a leader if asked to do so. Adrift types prefer to shift responsibility to someone else.

Adrift types are easily persuaded and have a hard time making up their mind on important issues, including issues that pertain to their futures. Their motivation towards most things typically depends on who they are listening to at that moment. Caroline, 21, from Sweden, explains, 'I am not really sure what I want to do. I am studying marketing because someone told me it was really interesting and I would be good at it. But then I talked to someone a couple of months ago, and they told me finance would be really good for my career, but I don't know. I graduate shortly and I don't know where I will end up. Maybe I will travel for a little bit and clear my head. I talked to a friend and she mentioned that clearing my head

might be a good idea. I will think about the career thing when I return.’ Like Caroline, Adrift types seek out others to provide them with answers.

Others may provide answers but not the motivation that Adrift types need. Casey, 21, from the United States, says, ‘Often times I am lost at work, I have a part time job at a law firm in Florida and I really have no idea what I am doing. I go to work and I try not to be in the way. I take a little extra lunch break and I tend to leave early. No one really knows where I am, but if I hear my name, I am right there. I never cared too much to learn the filing system. It’s not that I am lazy; it’s that I don’t really care if I lose my job or not. I will not be working here for the rest of my life, and if I am fired, I am okay with that.’ Like many other Adrift types, Casey does not seek to improve himself or his skill set. Adrift types take a laissez-faire approach to the working world.

Adrift types tend to fear getting feedback or advice regarding their performance. That is because Adrift types do not care about improving their positions. They are content being right where they are. However, the interview believes that if Adrift types had mentors, Adrift types would be able to create and foster their work motivation. Gung-Ho, Lifestyle and Conventional types possessed some knowledge about the working world ahead of them. The Adrift types lacked this.

These four typologies can be used as building blocks for fostering the work motivation of these current business students, who will be entering the workforce. The use of grounded theory in coding and categories in the data analysis helped develop the four typologies. The effort of uncovering patterns, themes and categories was a process that required careful consideration. Chapter VII will expand on the typologies and their application in business schools, academic research and the business world.

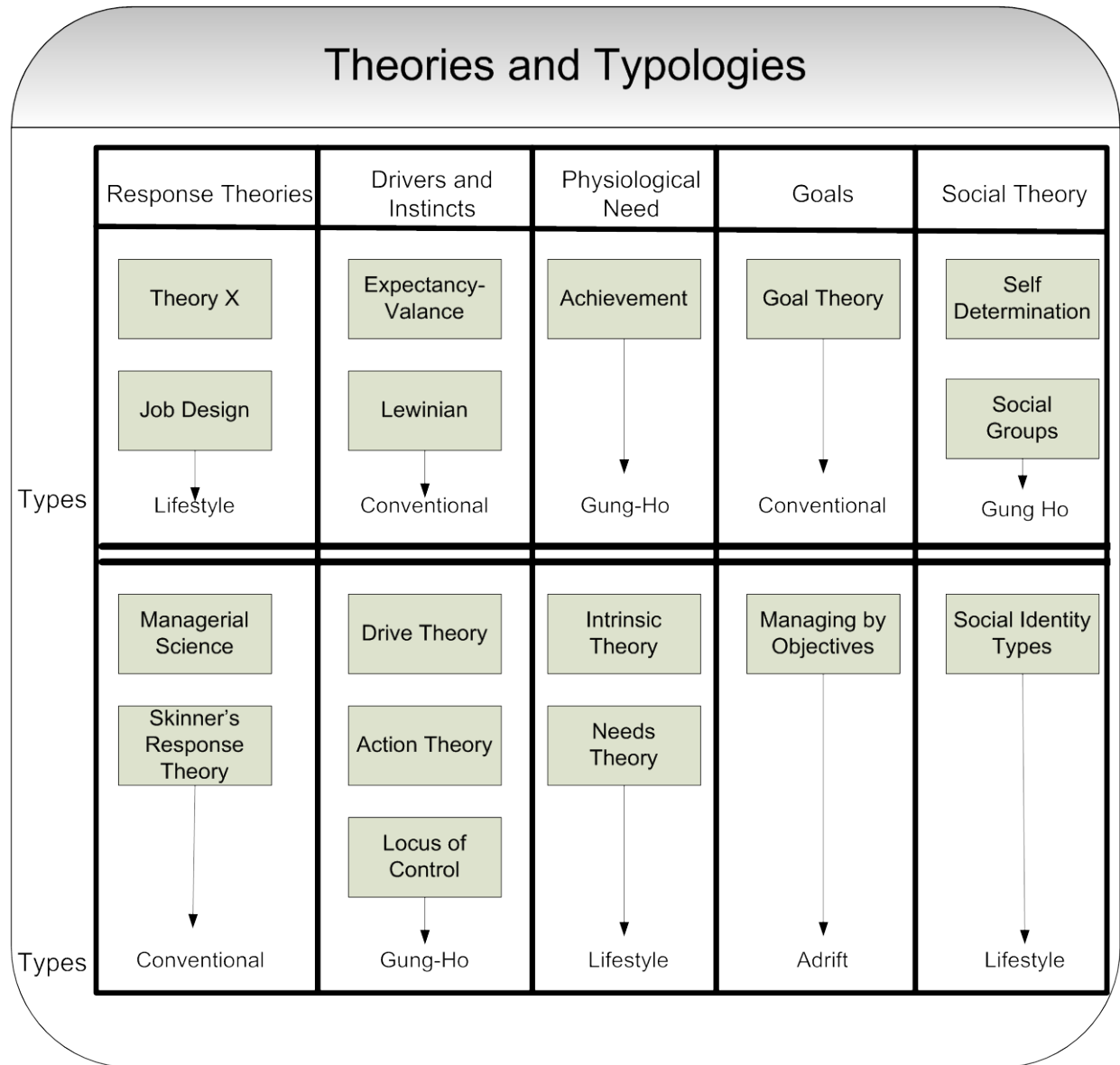


## Chapter VII: Relating Theories with Empirical Findings

Connecting the literature review with the empirical findings of the research study has demonstrated that certain theories can be related to certain typologies better than others. Comparing and contrasting the literature review with the empirical findings allows these relationships to be interpreted with several theories. The literature review consists of several theories in five general areas of motivation. The theories that have been selected in the following passages are only intended for the four typologies that have been discovered. The literature review has grouped five major areas of motivation and linked the theories to the major attributes of the four typologies. Taking the major attributes of the typologies and the theoretical underpinnings of the theories provides a concentrated approach to work motivation. The interpretation of the theories along with the interpretation of the typologies provides insight into the compatibility factors of work motivation theories and the empirical data.

The first group of motivational theories is response theory which includes theories such as: Theory X, Job Design, Skinner's Response Theory and Managerial Science Theory. Theory X and job design allow for further creation in motivation for an individual that is creative. Managerial science and Skinner's response theory are not the same, but have similar aspects. They use a carrot and stick approach to motivation. Managerial Science is one of the oldest theories of work motivation and still plays an important part in the structural foundation of work motivation. The classical theories are better suited for a more traditional worker since they do not address certain issues as social pressure and physiological needs. All four of the theories fall under the umbrella of response theory. Under this umbrella there is a stimulus that creates a response from a person's behavior to motivate them in the creative sense or in the structural sense.

The figure below has grouped together motivational theories from the literature review and paired typologies with individual theory. The five areas of motivation have certain theories that are compatible than other theories; the figure makes reference to the individual theories and typologies.

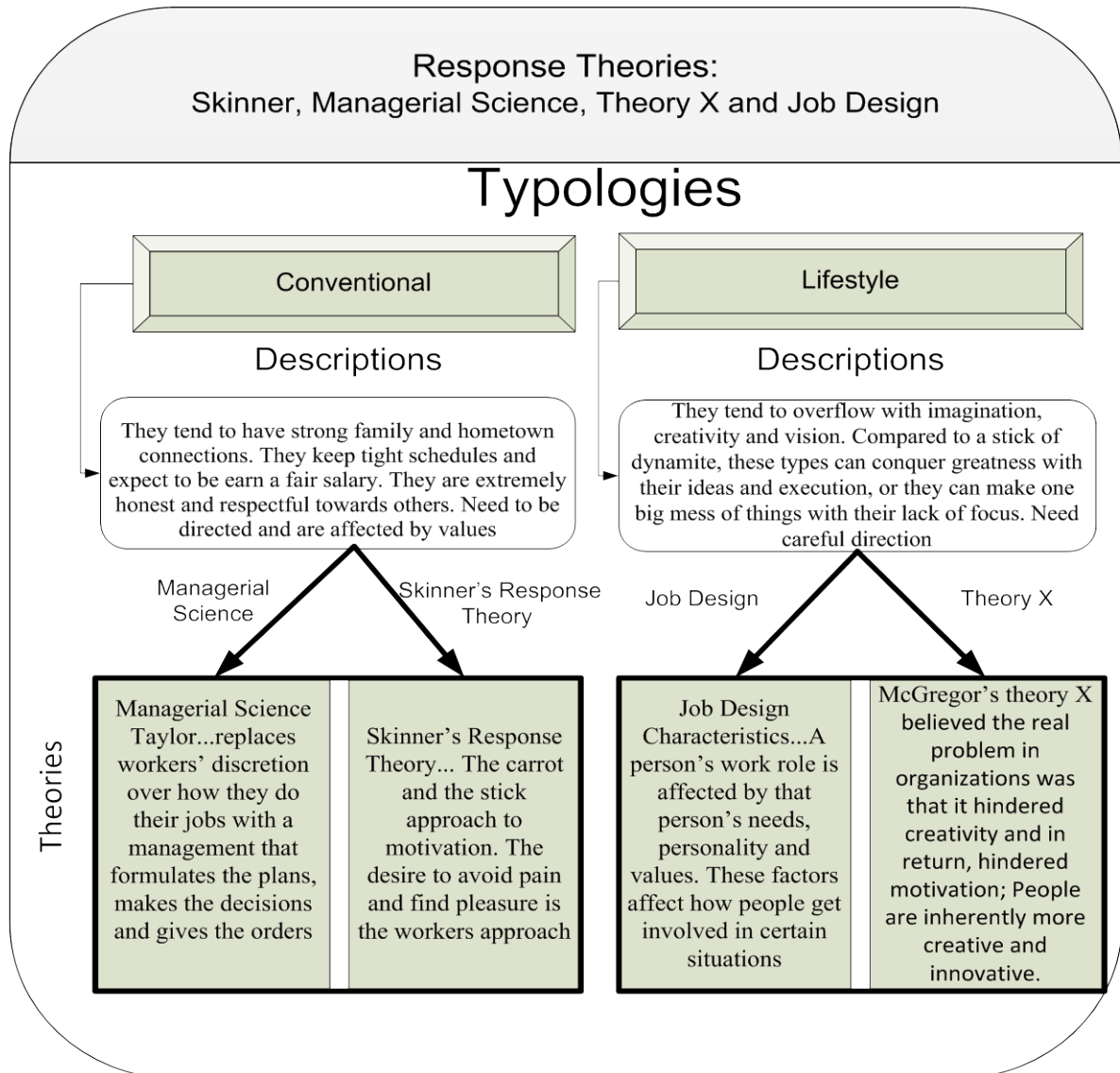


**Figure 23: Theories and Typologies (Source: C. Turnbull)**



## Response Theory and Typologies

Response theory contains several different theories such as job design, scientific management and McGregor's theory X. Along with other theories as covered in the literature review. The theories listed below are the compatible theories for the two typologies.



**Figure 24 Response Theories with Conventional and Lifestyle Typologies (Source: C. Turnbull)**

The two typologies, Conventional and Lifestyle are different in their own respects but have attributes that would align themselves with these theories more than the other two types. The focal point of response theory is the stimulus which has the effect of increasing the operant that is the behavior occurring just before the reinforcement (Skinner, 1932). The action must reduce or strengthen the behavior to be considered a consequence and be defined as a punishment or reinforcement.

The carrot and the stick approach is associated with this theory; the policy of offering a combination of rewards and punishment to induce behavior. Pleasures meant as rewards, but pleasure does not strengthen a behavior, those are indulgences, not reinforcement. Conventional and Lifestyle are a good fit for response theory, the theories allow for reinforcement and structure while allowing the subject to be creative within certain boundaries.

### **Connecting Conventional Typology and Response Theory**

The empirical data demonstrates the Conventional types have certain priorities that they display. For example they tend to have strong family influences and are yearning to be around their family and hometown. They want to work hard, but when the day is over, they are done; they will not be inclined to take their work home. The Conventional types are very straight forward about certain things, for example, how much work they put in, almost like a time clock, they punch in and they punch out. Conventional type tends to keep schedules and they want to get paid for what they do. They have a rigid structure and expectations about work and the amount of time they spend at work.

The core of Taylor's approach which is the basis for managerial science was to replace workers' discretion over how they do their jobs with a management that formulates the plans, makes the decisions and gives the orders. Since the Conventional type is not looking to take the easy way out; they might look at something which has a similarity to Adam Smith's *Division of Labor*, where tasks and large jobs were broken down into tiny components creating a specialization of the labor force.

Conventional types also tend to shy away from leadership roles. Managerial science theories allow for this kind of setup in the work environment. Conventional types realize that being part of the upper management or being part of something bigger is not for them. They are very honest, fair and extremely respectful of others, but they don't want to be the leader. Being part of management is not for them, but having a strong set of operating conditions will help them in their work motivation. The stronger the better, if they perceive unfairness towards them, it will act against their motivation. They are positive, upbeat and great team players; they are people who think of others first and themselves second. It is noteworthy to point out that this type of management style, managerial science was evolutionary to the way factories would operate for years to come, but it had its consequences.

Another area is salary compensation, which is a matter of respect to the Conventional types. The Conventional type understand their personal finances, they have bills, rent and loans to repay. They want their wages to be fair and just—nothing overly complicated with their earnings. If they work hard every day and do the work accordingly, they expect to be paid accordingly. The Conventional types understand that there will be repercussions if they slack off or make a mistake with an assignment at work. They have come to expect these types of responses from management. The managerial science approach and Skinner's theories work hand and hand with this typology. The basic and traditional theories are better suited the Conventional type, these theories do not over complicate the topics of work and motivation.

### **Connecting Lifestyle Typology and Response Theories**

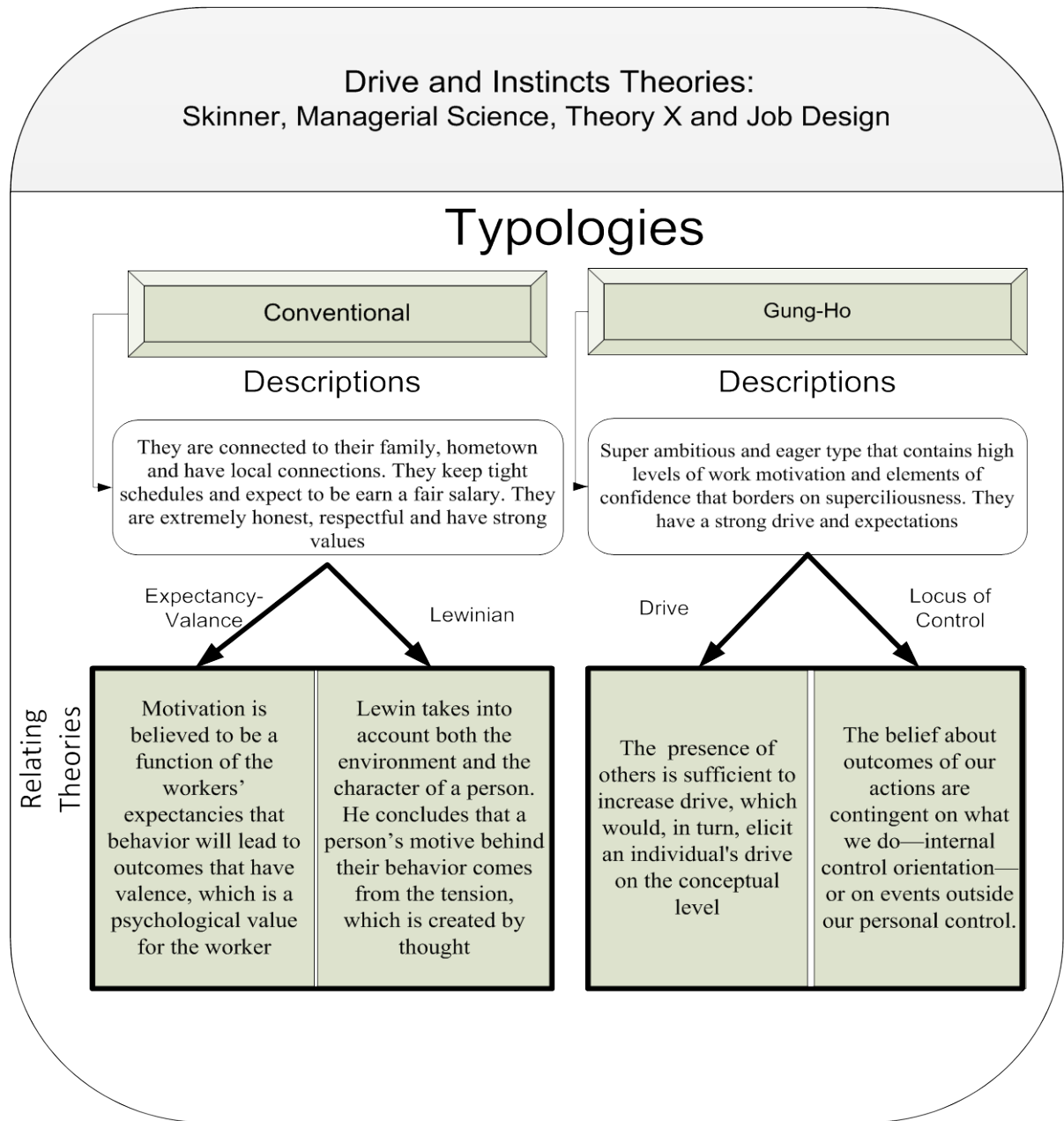
Lifestyle types overflow with imagination, creativity and vision; therefore a theory that has a touch of creativity and structure would be a nice balance for this type. Theory-X is a theory where the belief is the 'real problem in modern organizations is that it hindered creativity, which, in return, hindered motivation and behavior is an assumption that people are inherently more creative and innovative than previously thought' (McGregor, 1966, p. 55). McGregor's theory does have the underpinnings that are quite often noticed in managerial science. For instance, the operant theory looks at the outcome of administering

rewards and reinforcements to strengthen a desired response. The Lifestyle typology often asks if the new idea or if the effort is worth it to them. The effort they give—whether it is in their work ethic, attitude or the university coursework—can produce amazing results. The empirical data points out that the lifestyle type feels that if they are too confined and placed in a restricted box, they will lose their motivation to work. They like to feel like that they have the ability to be creative. The Lifestyle typology is referred to as the wild card, but there is tremendous upside to this group of current business students due their ability to come with inventive ideas. They have great ideas and are full of life, which, at times, diverts motivation away from work.

As mentioned before with the theories of managerial science, the Lifestyle type would benefit from a theory that controls part of the behavior for their own good. But a fine line must not be crossed. Like a stick of dynamite, Lifestyle types can conquer greatness with their ideas and execution, or they can make one big mess of things. The Lifestyle type proves to be a challenge for the manager, and some questions will arise such as: Do they want to use their gifts to be part of something at work and create something new or do they just want to be giving half and surviving to provide for their outside activities? The theory of job design characteristics, play an important role for balance with the theory of managerial science. Hence, the saying—happy workers are more productive workers, and this general rule of thumb is applied to the modern theories of work motivation. Job design works in a way that the manager can have some flexibility with the person's work role, which is affected by that person's needs, personality and values. The effect on an individual's work motivation depends on the fit between the characteristics of the job and the person's values and job satisfaction— known as the internal state. Knowing whether an individual likes or dislikes a job is part of the experience of work motivation. Both Lifestyle and Conventional types display attributes that fit well inside these theories.

## Drive, Instincts Theories and Typologies

The second major groupings of theories are the Drivers and Instinct theories. This group contains such theories such as: Drive theory, Lewinian theory, expectancy- valence theory, locus of control and action research. The theories are suited for a person who works well in a group, has strong values and communicates with others. The figure below provides an outline of the theories and the typologies.



**Figure 25 Drive & Instincts Theories and Conventional and Gung-Ho Typologies (Source: C. Turnbull)**

Drive theory and action research are more designed for results based motivation—better for the Gung-Ho type. The core of these theories are not based on values, that is not to say that are 100% excluded from the theories, the theories are more oriented on results and growth. These two theories are better suited for a type of person who is ambitious and driven. Hull describes these types of theories in the way of an athlete who is appropriately skilled; he or she will perform well, as long as their drive to compete is aroused. And in most aspects of drive theories there contains a survival function in order to survive within its environment.

Drive theory as Hull believed that human behavior is a result of the constant interaction between the organism and its environment. With this interaction, the organism changes and adopts, and the environment provides the stimuli that the organism responds to. The core components of the drive and instinct theories are suited well for the Conventional types and the Gung-Ho types. More so than the Lifestyle and the Adrift types; the Lifestyle typology creates their own type of environment and the adrift is somewhat unaware of their environment.

The Conventional and Gung-Ho types need the environment to foster their motivation. The Lewinian and Expectancy-Valence theories are better suited for the Conventional Type whereas the Action, Drive and Locus of Control are more in line with the Gung-Ho type. The basic components of the theories call for results and the environment, all of which work well with these types.

### **Connecting Conventional Typology and Drive and Instincts Theory**

The first theory, Lewinian theory is a good match for this type; the theory takes into account both the environment and the character of a person. The theory concludes that a person's motive behind their behavior comes from the tension from the environment, which is created by thought. It is this type of tension that provides a change in their behavior and puts pressure on the Conventional type; this pressure also leads to results, goals and planning. The Conventional type is concerned with keeping harmony inside the groups. Lewin theory creates tension; this tension created is the basic idea or direction for the concept of the goals

theory. When there is a certain amount of stress on the actor pressure is created; this stress causes the actor to create a strategy to relieve the stress.

Conventional type needs to be engaged with work and is able to accomplish most of the tasks at work, but the manager will have to direct the Conventional type. If Conventional type feels like they are being taken advantage of or given too little to do, they will feel underappreciated and unmotivated. The Conventional type has certain expectations, they need to have tasks specified and expect managers to make most of the decisions. If the Conventional type has a little change once in-a-while along with structure their motivation should increase—expectancy valence theory would be a good match.

Expectancy-valence theory would provide a friendly, supportive and helpful environment for subordinates—the type of theory that would work well with the Conventional type. A study by House (1971) claims, ‘If a subordinate has a habitual or accustomed job, then a high level of initiating structure will decrease employee satisfaction. In contrast, if an employee has a highly ambiguous role with the organization, then a high level of initiating structure by the leader would lead to high levels of employee satisfaction. The conventional type would do well with this type of high structure and leadership. The Conventional type desires someone to keep an eye on them; they expect oversight from the manager. They depend on oversight to feel appreciated and valued.

The Conventional type promotes harmony inside a group. They place the team’s goals ahead of their own. They often feel uncomfortable working alone and excel when working with others. They depend on the group for support and motivation. The Conventional types seek the acknowledgement of the group and feed off their praise; they need this to be motivated. Working inside a group allows them to feel more comfortable and relaxed. The Lewinian theories are the building blocks of group theory and place the group as a motivating factor in a person.

Conventional types are genuine and unpretentious—the group effort trumps promoting their self-interests. The Conventional types tend to have people around them who act as a

motivator, they create group setting. They challenge themselves from within the group and find this a key aspect of their work motivation. The competition and challenge in that situation is something that makes them better. They want to be a part of something in the social and professional sense. Interaction with others is an important facet for the conventional type; there is a sense of pride and motivation with working and helping others. The Conventional type's attributes align with the core components of these two theories Expectancy-Valence and Lewinian. The other type that fits this group of theories is the Gung-Ho type; they would be better suited with theories that have to do with control, drive and action.

### **Connecting Gung-Ho Typology and Drive and Instincts Theory**

The description of the Gung-Ho type is a super ambitious and eager type of person that contains high levels of work motivation and elements of confidence that borders on superciliousness. Drive theory connects their ambition and their environment in a way that maximizes their work motivation attributes. The interpretation of the term Gung-Ho depicts someone who tries to achieve what they put their minds to and believes that they can accomplish these feats. This typology would benefit from the theories of action research from the works of Argyris (1983) who drew on aspects of Lewin (1946) works. The main points of the theory match well with the attributes of the Gung-Ho typology; the theory focuses on certain aspects such as: problems, clients, status quo, pragmatics. These areas align themselves towards the Gung-Ho's motivation areas.

The Gung-Ho type tries to lift the *Esprit de corps* of the group as team leaders via problem solving and pragmatics. They have courage, wholehearted dedication, and the capabilities of leading a group. The Gung-Ho type feels compelled and obligated to help and become part of the company. They are motivated and feel an obligation to help the company become more successful; they want to prove to others that they are good at what they do and are able to carry the burden of leadership.



The data shows the Gung-Ho type is ambitious and eager to join corporate world. What motivates them? Research illustrates that for some, it is based on pressure to succeed. Others possess an inner drive. They are all driven by the fear of failure and motivated by the success in themselves. Gung-Ho types are the go-getters in the workplace. They are hungry to make their mark in business and want to succeed, but also need to be in control.

Julian B. Rotter believed, as do most social learning theorists, that if you distinguish a connection between behaviors and reinforcers, then one can conclude that behavior is affected by the reinforcers and controlling factors. If the connection is not perceived, then one reacts less predictably to reinforcers and becomes unstable. These events will have an effect on learning and changing behavior of the Gung-Ho. Generally, the Gung-Ho type has a high level of internal locus of control with attributes and outcomes that effect personal decisions and efforts. While the other types have less of a level of locus, for example the Adrift type with an external locus of control—lead to chance or other external factors out of the person's control. The main focus of these theories is based on the Gung-Ho's individual differences rather than environmental factors over which managers have direct control. It does, however, highlight that motivation requires some kind of expectancies and the empirical data links the Gung-Ho type to expectancies in the work place.

## Physiological Needs Theory and Typologies

The third major grouping of theories physiological needs consist of needs theory, achievement theory and intrinsic motivation. Needs can be learned or instinctive; they are a part of the person's makeup. The needs of a person act as a pull, and the push simulates the drive theory. Parts of physiological theories have to incorporate a person's attitudes, values, and internal state. Gung-Ho and Lifestyle have very strong personalities and both have different ways of being motivated, along with very strong links to physiological theories.

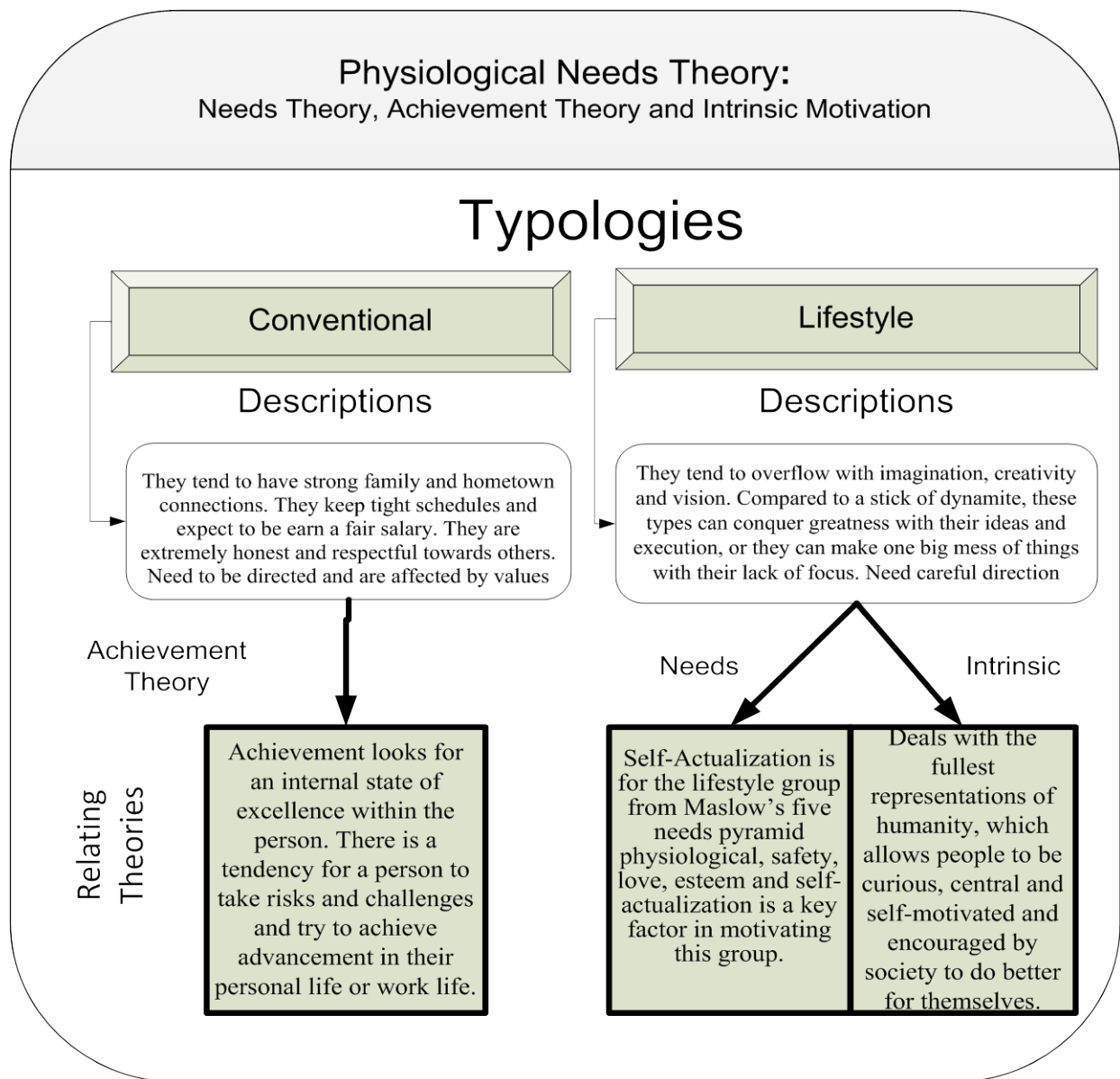


Figure 26: Physiological Needs Theory and Gung-Ho and Lifestyle Type (Source: C. Turnbull)

The Gung-Ho type is directed towards achievement theory, which motives can be seen as direct predictors of achievement-relevant circumstances. The empirical data has shown that both types demonstrate the importance of achievement, but the Gung-Ho would be a better fit for this type of theory. Thus, achievement motives are said to have an indirect or distant influence, and achievement goals are said to have a direct or proximal influence on achievement-relevant outcomes, which fits with the attributes of the Gung-Ho type. Needs theory and intrinsic theory are better suited for the Lifestyle type due to the different levels of physiological sophistication the theories contain.

## **Connecting Gung-Ho Typology and Physiological Needs Theory**

The Gung-Ho type will most likely be leading the group, arranging goals, and setting up personal achievements targets. Achievements theory motives can be seen as direct predictors of achievement-relevant circumstances and the Gung-Ho type falls into these types of motivational fields. The Gung-Ho type will also be motivated by setting goals at work and with their personal life. Goals are said to have a direct or proximal influence on achievement-relevant outcomes for individuals. The development of avoidance-achievement motivation takes the major themes of achievement approach. The Gung-Ho type views achievement goals as more solid cognitive representations pointing toward the end of a project or a stated goal—this would drive them towards a performance goal.

A performance-approach goal is focused on attaining competence relative to others. The opposite would be a performance-avoidance goal, which is not an important aspect of the theory for the Gung-Ho type. They are not trying to avoid work. Achievement motivation is important for the Gung-Ho type because they are motivated by the idea of failing. The pressure of failure and peer pressure is an important aspect that the empirical data has discovered about the Gung-Ho's motivation. For example, the clear opposite type, the Adrift type, exhibits avoidance achievement motivation and due to this avoidance, this type is more likely to be susceptible to external influence.

The complete opposite is true for the Gung-Ho type who is seeking to finish the job at hand or risk failure. The notion of failure is what helps motivate the Gung-Ho type to achieve the task at hand. Often at times, the Gung-Ho's motivation for a task comes from seeking a level of proficiency, or avoiding a failure.

## **Connecting Lifestyle Typology and Physiological Needs Theory**

The Lifestyle type is one that often views the corporate world in a cynical manner. On most occasions the Lifestyle typology would openly state their opinions about the corporate world's lack of compassion and sincerely towards the work force. They are well aware of the major layoffs in recent times and view working for a company, like fish in a net, they have nowhere to go; powerless and are at the mercy of the powers to be. But the simple fact is that, in most instances, this type possesses power to affect organizational outcomes. The problem is they would need to stay in their position in order to exercise their influence before jumping ship.

Lifestyle types would benefit from better communication with management in order to break down the current state of mind. The Lifestyle type and the components of intrinsic motivation relates nicely to each other. Intrinsic motivation contains elements that would be beneficial to the Lifestyle type; for example the theory refers to all activities having no goals, like playing, it is a feeling of personal causation and communication. The theory encompasses the enjoyment in an action and being fully involved with that action. The Lifestyle type challenges themselves in learning something new and exciting. After they have learned something new they will apply their talents to their work and life.

Intrinsic and needs based motivation theory can be classified in these conceptualizations frame and applied to this type accurately. These theories address certain attributes that are unique to the Lifestyle type who does not focus on goals and needs more communication between all parties. The theories that play more into the psyche of this type will work more effectively than other theories. The next set of motivational theories focuses more on goals and objectives for the short term tasks. The Adrift type and the Conventional type would do

better with these types of theories than the Lifestyle and Gung-Ho type.

## Goal Theory and Typologies

The fourth major group of theories is the goal based theories which consist of goal theory and managing by objectives. Goal setting is the process of deciding what you want to accomplish and devising a plan to achieve the result you desire. This goal setting definition emphasizes that goal setting is a two part process. For effective goal setting, you need to do more than just decide what you want to do; you also have to work at accomplishing whatever goal you have set for yourself. The goal theories are not the most complex theories in the gambit of motivation, but they are effective in promoting short term motivation and focusing in on the micro level and not the macro level work motivation. Below is the figure that highlights the main points of the theories the descriptions of the two types.

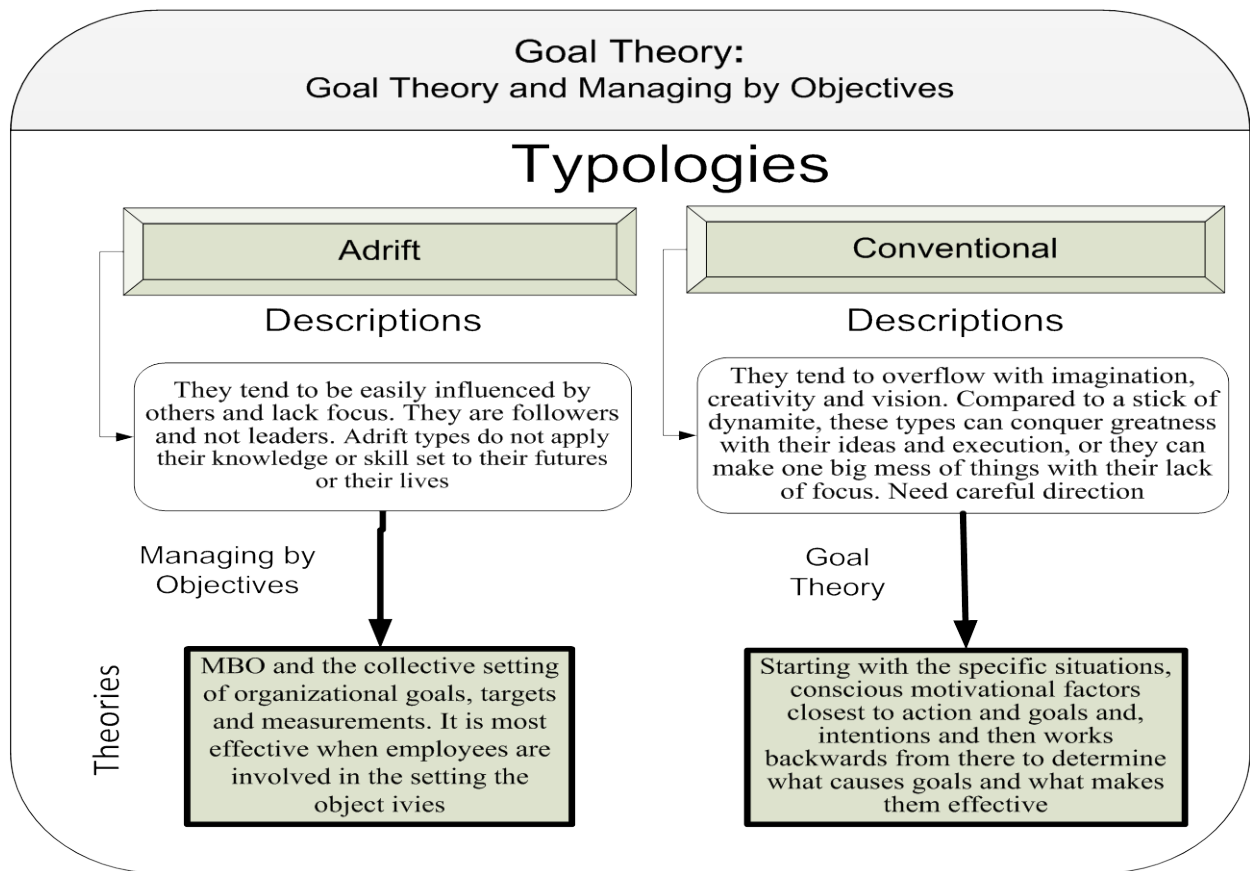


Figure 27: Goal Theory and Conventional and Adrift Typologies (Source: C. Turnbull)

Managing by Objectives is effective for the Adrift type, the theory helps provide the Adrift type with some direct tasks and guidance to achieve those tasks. Managing by objectives is a basic, but effective way to motivate the Adrift type. The traditional goal theory is a little more advanced which targets the Conventional type. Goal theory is the next step and allows the subject to think deeper and be more involved in creating their own goals.

## **Connecting Adrift Typology and Goal Theory**

The Adrift type is a work-in-progress and this type is a transitional type, in the near future this type is most likely going to metamorphism into another typology as they progress in their professional careers. Work motivational theories should have a major impact in bringing the transition to fruition. The first theory to be implemented should be a simple no nonsense theory such as managing by objectives.

The ideal motivational theories would have to be a short term, explicate and not overly sophisticated for the Adrift type. Over doing it with complex theories will be a complete waste of time for all parties involved in the process. A theory that is simple, short term and involves the Adrift typology directly is exactly what is called. Managing by objectives addressed these points exactly and effectively. Recently, managing by objectives has fallen out of favor with managers and academics for the lack of foresight and lack of sophistication. However, these so-called weaknesses have been brought to light by academics– actually make the theory a good fit for the Adrift type. Whereas, the other theories tend to be more multifaceted in their design and approach to the research subjects, managing by objectives is not, it's simple and elicits the subject to have small short ranged goals and allows the subject to be involved with the planning.

## **Connecting Conventional Typology and Goal Theory**

The Conventional typology is looking for goals and direction in their work as discovered in the empirical findings. The Conventional type has certain ways of approaching their goals; the goals need to be logical, short to medium range in time and the need to be personally involved. The manager also should be involved to provide support—goal theory is a good weapon to use in motivating the Conventional type. Whereas, the Adrift type is a bit confused at the current situation, the Conventional type is focused and driven in creating a stable environment. Goals help in providing this kind of stabilization that the Conventional type is seeking.

The concepts of goal theory meld well with the attributes of this type. They are the planning type, but want to see results in the short to medium time frame. The time frame and sophistication is important for this type and theory's core concepts. Managing by Objectives is a more simplistic version of goal theory. Goal theory allows the subject to make a more detailed and complex goals. At the heart of goal theory there are the goals which are the immediate regulators of behavior. The Conventional type tends to set specific goals which are a big part of goal motivation theory and changes their behavior.

The Conventional type has two key attributes: goal commitment and the need of feedback on their performance. These two components are also the cornerstone of goal theory. The setting of goals has an uplifting effect on the Conventional type and it provides the groups to rally around a mission, which sets the intensity of the effort investment of the Conventional type. The Conventional type has stated that goal setting has had a positive effect on their mindset and motivation; they will use goals inside a group setting and also as individuals. The feedback aspect of the theory comes from the manager. The empirical data has shown the Conventional type is not the leader type and respects the chain of command. Working together with management and establishing goals would be an effective way to motivate the Conventional type. Goal theory is the best way to motivate this typology as long as there is feedback and managerial support. A more complex set of theories would involve social



theory, which is more in tune with the Gung-Ho and Lifestyle types and less in-tune with the Adrift and Conventional types due to their complexities.

## Social Theory and Typologies

The fifth major group of theories is the Social Theory. This group is the most modern of all the groups and consists of self determination theory (SDT), social groups and social identity theory. The key theme with social theory is the notion that the environment and peers play an important part in motivating others. Building on the social pressure, the social cognitive theory provides a framework for understanding, predicting and changing human behavior. The theory identifies human behavior as an interaction of personal factors, behavior and the environment. The figure below links the Lifestyle and the Gung-Ho typologies to these theories.

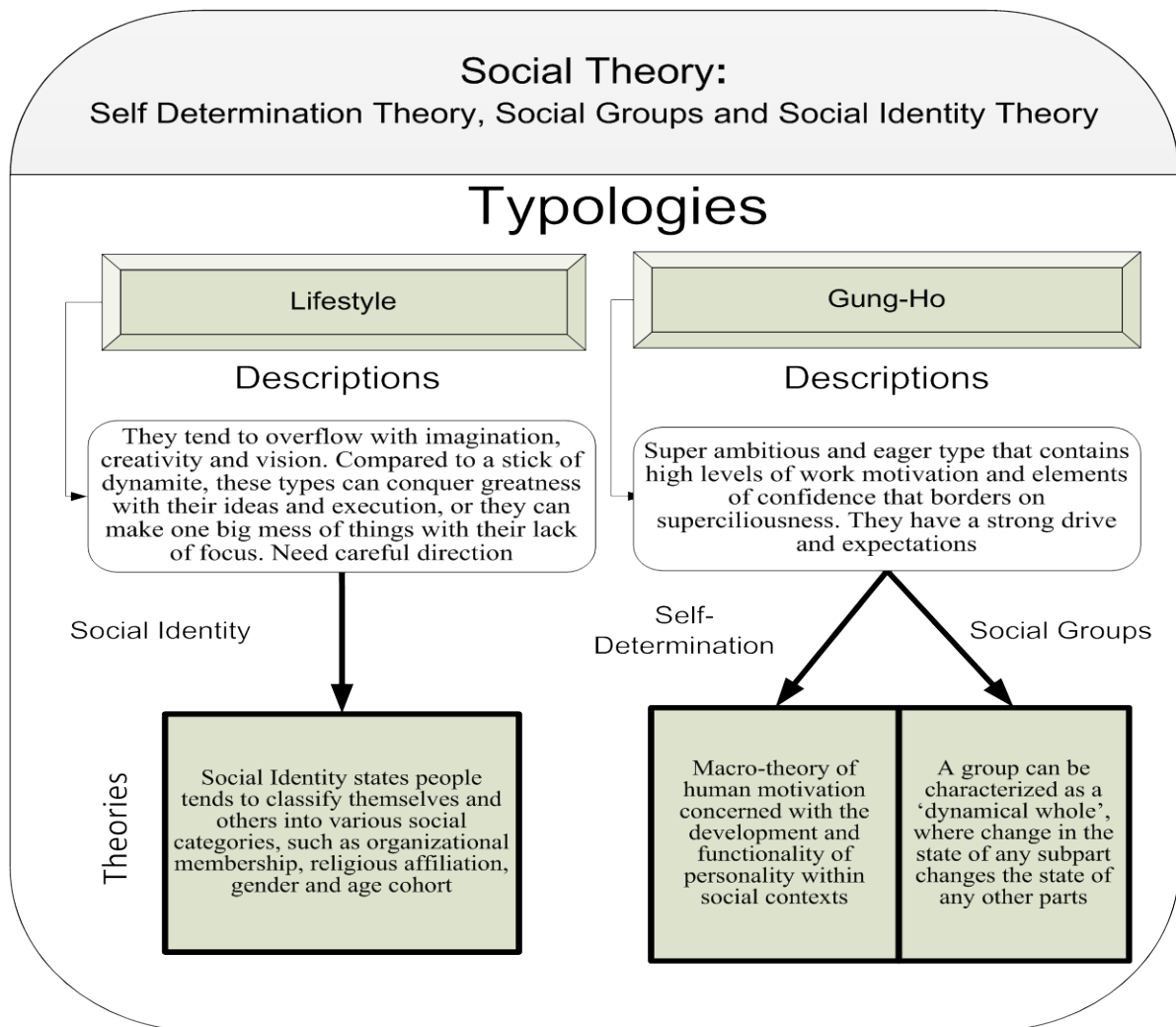


Figure 28: Social Theories and Gung-Ho and Lifestyle Typologies (Source: C. Turnbull)

The lifestyle and the Gung-Ho types are linked to these factors and will be motivated by the perceptions of others. In most cases the perceptions are guided by preconceptions of the observers' cognitive competencies. The social expectations are not only what they look for but partly affect what features they extract from observations and how they interpret what they see and hear.

These two types are tied to personal and partial environmental factors more so than the other two types. The Gung-Ho type is linked to the social groups and self determination theory along with their environment while the Lifestyle type is linked social identity theory.

## **Connecting Lifestyle Typology and Social Theory**

The Lifestyle type is a complex type that is different than the other types. They tend to see the world in a different lens. Described as a wild card they display their own identity which is apparently different from the status quo. The idea of linking social identity theory to the Lifestyle type is a little unorthodox on the surface, but the Lifestyle type puts themselves into their own category. The theory uses the individual's participation inside a group and their encounters with peers; individual's encounters between group members and the environment are the core component of the theory.

Social identity theory is thus concerned both with the psychological and sociological aspects of group behavior. The self impose loner status of the Lifestyle type, the 'us vs. others', motto is an interesting facet to this type. Social identity theory is a self-inclusive social category in the genre of group theory; the approach here is to use the theory in a reverse approach on the lifestyle type—it could be a way to increase their work motivation and bring them out of a loner status.

For example, sports teams, church groups, political parties and work groups provide a category-congruent self-definition that constitutes an element of the self repertoire of

discrete membership, or social identities, that vary in relative overall or contextual importance in the self-concept (Hogg, 1992). The development of self-categorization theory is broken into categories. The Lifestyle type tends to break things down into prototypical characteristics, which they derived from themselves and social identity concepts; where some members of a category are more central than others. The Lifestyle's social identity is linked ultimately to themselves, but they are driven by being different than others. Social identity would be a theory that could be effective, but taking a chance on the 'us vs. others' motto of the Lifestyle type might be an effective way in increasing this type's work motivation. In the social identity theory, a person has not one, 'personal self', but rather several selves that correspond to widening circles of group membership. The Lifestyle would benefit from this attempt in discovering other personal selves.

## **Connecting Gung-Ho Typology and Social Theory**

Central to self determination and social groups is the distinction between autonomous motivation and controlled motivation. The Gung- Ho type's autonomy involves acting with a sense of volition and having the experience of choice inside the system that are involved in. These two theories (social groups and self determination) postulates that autonomous and controlled motivations differ in terms of the underlying regulatory processes. There are some areas where experiences play an important role inside the environment and can act as a motivating driver.

Self determination theory focuses on the idea that human nature is positive and over time and effort, a person can also have innate psychological needs that are the basis for self-motivation and personality integration. One of the major differences from the traditional needs-based theories is that SDT defines needs differently. SDT, with respect to organizations, promotes satisfaction of the three basic psychological needs to enhance employees' intrinsic motivations and promote full internalization of extrinsic motivations.

The Gung-Ho type will, in turn, yield the important work outcomes when these factors are set into motion. There are many factors that go into these two theories. Persistence in their behavior, effective task performance, requiring creativity, cognitive flexibility and conceptual understanding are some of the major areas of these motivational theories. Also job satisfaction and positive work-related attitudes within a group play an important role in creating a motivating environment. The Gung-Ho type is very aware of their skills and the presences of the group; these attributes make these two theories very compatible with the Gung-Ho type. Allowing the Gung-Ho typology internalize their intrinsic motivational factors will enhance their work motivational in the long run; this theory will energize the Gung-Ho type. The Gung-Ho type will in return be more involved on a more personal level with the group or co-workers.

### **Individual Differences Between the Typologies**

Differences between the typologies are much greater than differences between any given nation or culture in the research study. Education, social standing, religion, personality, belief structure, past experience, affection shown in the home, and a myriad of other factors has affected the typologies. There are ideological differences in regards to work motivation and it is good to have an understanding about the way each type looks at certain phenomenon pertaining to work motivation. There is a need to categorize the differences of typologies, but there is also the danger comes when we act on some of these generalizations, especially when they are based on faulty observation. The researcher interacted with the subjects for over four years, but there is no good substitute for receptiveness to interpersonal feedback, good observation skills, effective questions, and some laughter.

There is much to be gained by observing how the typologies interact with each other and display their differences. Below are some of the highlighted differences observed by the researcher:

Differences amongst the Typologies	
Gung-Ho	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intreprenurial looking for change from within the organization</li> <li><input type="checkbox"/> Looking to become the next leader</li> <li><input type="checkbox"/> Confident about their skills and knowledge</li> <li><input type="checkbox"/> Overall futurist in thinking about their career</li> <li><input type="checkbox"/> Material possessions are important</li> <li><input type="checkbox"/> Sports minded</li> <li><input type="checkbox"/> Centered on the team</li> </ul>
Lifestyle	<ul style="list-style-type: none"> <li><input type="checkbox"/> Centered on the themselves</li> <li><input type="checkbox"/> Finds happiness from within</li> <li><input type="checkbox"/> Individual comes first than the organization</li> <li><input type="checkbox"/> Concerned with leisure activities</li> <li><input type="checkbox"/> Passively arrogant about their skills and knowledge</li> <li><input type="checkbox"/> Overall holistic in thinking about meanings of life</li> <li><input type="checkbox"/> Searches for meanings internally</li> <li><input type="checkbox"/> Not conservative in political thought</li> </ul>
Conventional	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focused on having a family</li> <li><input type="checkbox"/> Eager to work as soon as possible</li> <li><input type="checkbox"/> Looking for stability</li> <li><input type="checkbox"/> Seeking to work for a company where their values are similar</li> <li><input type="checkbox"/> Oriented in local community</li> <li><input type="checkbox"/> Spiritual in their believes</li> <li><input type="checkbox"/> Compassionate towards others</li> <li><input type="checkbox"/> Patriotic towards their home country</li> </ul>

**Figure 29: Differences amongst the Typologies (Source: C. Turnbull)**

## Chapter VIII: Conclusion

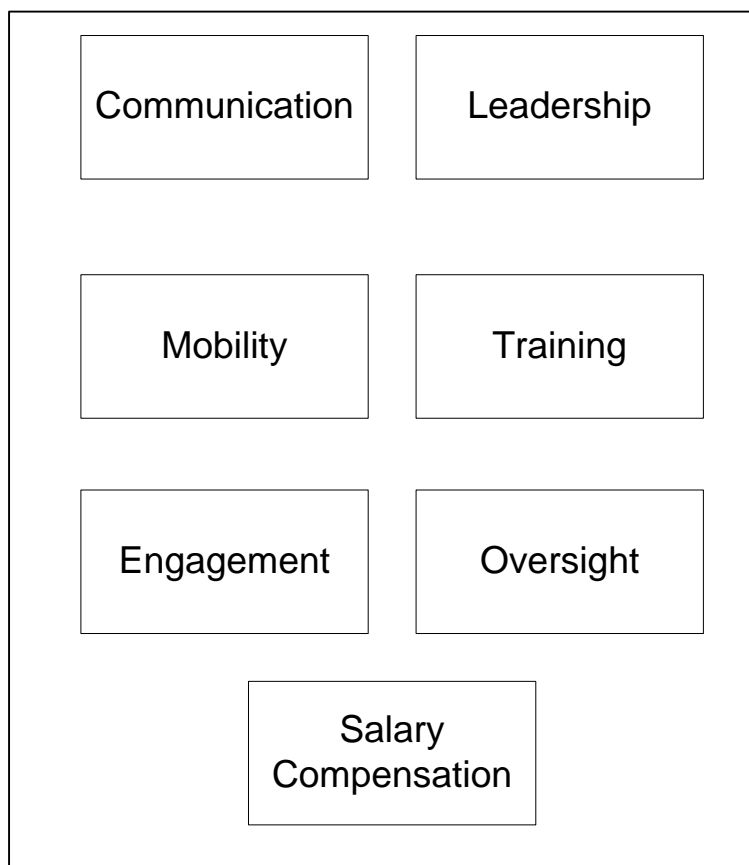
There are many different conclusions that can be drawn from this research, the biggest being that within this sample of the recent generation of graduating business student, four different types of business students surfaced. If this sounds like stereotyping, it is not. The results from this research prove otherwise.

It is difficult to measure the application and usefulness of research in the business field. In order to draw a conclusion for the effectiveness of the results, a researcher would be better served to be in touch with the practitioners in the field. The research results identified four distinct typologies of current undergraduate business students. The students in the four typologies display a wide range of views on motivation, work and lifestyle, among others. Understanding and interpreting different aspects of current business students will help in several areas in the business world. These typologies can be used to address current issues, including goal setting, merit pay practices, mentorships, leadership training and turnover, among others. The interpretation of the typologies sheds light on current business students' attitudes toward work and motivation.

The research concluded that there were four different typologies in the pool of current undergraduate business students. It can be hypothesized that the fourth type, the Adrift typology, will one day fall into one of the other typologies—Gung-Ho, Lifestyle or Conventional—as the Adrift types continue to grow and mature. This hypothesis, however, will need to be researched in the future. The research also concluded that within these four different typologies, many similarities exist. Thus, the results show that there are seven major areas that affect current graduating business students.

## Seven Areas of Work Motivation

These seven areas of work motivation have proven to be important issues for the business students and their work motivation. The seven areas of work motivation are from the findings of the empirical data and from the literature review. These areas represent what the research subjects have stated and the literature on work motivation for the past century. Combing the two areas has lead to the seven topics that are crucial to the typologies' work motivation.



Three out of the four typologies will be entering the work force, the Gung-Ho, Lifestyle and Conventional—the Adrift will be excluded due to their lack of employable skills at the present time or desire to look for full time employment. Knowing what motivates the typologies will be crucial to effectively managing them. Understanding the typologies is one part of the equation; the second part is understanding the historical theories of work

motivation. Connecting over a hundred years of work motivation with the current business student is a way to link the conceptual with the practical aspects of managerial science. These seven areas taken are not a complete list, but offers interpretation drawing from the research subjects and the literature.



## **Communication**

Communication can be utilized to motivate the current business students. Communication means different things for the Gung-Ho, Lifestyle and Conventional typologies, but there are overwhelming similarities when it comes to communicating with others. All three typologies prefer clear communication, delivered at a rapid rate and in a manner that makes them feel respected and important. They do not want to feel as if they are being talked down to or as if they do not know what they are doing. Communication via emails, text messages, social networking or phone calls plays a crucial role in the current business students' work motivation. They understand that face-to-face communication is important, but it must be used after other communication has not worked. Face-to-face communication tends to intimidate the subjects. When communicating with the individual typologies, direct and assertive is not advised, especially for the Lifestyle and Conventional types; the Gung-Ho type can handle direct and assertive communication, but they would prefer a more low-key approach. With all three types, any sense of hostility or aggressiveness will result in a decrease in work motivation.

## **Mobility**

Mobility proved to be crucial for both the Gung-Ho and Lifestyle types. The Lifestyle type is looking for a new adventure and places to discover. If the possibility to travel for a position or job-relocation to a major city were at stake, it would be a key motivating factor for these two groups. As for the Conventional type, mobility is not paramount to their work motivation. Actually, it will most likely destabilize them and create a negative effect. Unless the travel was based in their home country, it would be advised not to use mobility as a tool for motivation for Conventional types. The Conventional type is looking to settle down and place their roots on the ground. They are looking for something stable—a place where they feel secure and familiar.

## **Engagement**

Engagement is a crucial factor for all three typologies but on different levels. The term engagement is the level of involvement with the supervisor and support staff with the typologies. The Gung-Ho type needs to be engaged in a manner that allows them to have some kind of power over their work. They are looking to be leading, learning and fully engaged in their group projects—they seek encouragement from their supervisors. They want to have the opportunity to lead. They want to be part of the planning process and see it through to the end. If they are allowed to be a part of projects in the early stage, which is highly suggested, Gung-Ho types will be motivated to come up with plans. The Lifestyle type, on the other hand, needs to be engaged in a more focused way. If there is a lack of engagement, the Lifestyle type will disengage and lose motivation. It is crucial for anyone who wants to motivate the Lifestyle type to monitor them. However, too much engagement might backfire, but a fine balance is required. The Conventional type needs to be engaged but is happy being asked to do something and fulfilling the task. However, the task cannot be over their head—it must be something they feel they can handle. If Conventional types feel like they are being taken advantage of or like they are being given too little to do, they will feel underappreciated and unmotivated.

## **Oversight**

Oversight is a complex topic in work motivation. Oversight refers to the supervision of the employee. Another way of looking at how oversight is important is on the safeguard or intervention of the employee, a mentoring process of sorts. With the Gung-Ho type, oversight is crucial for solving problems when they arise. The Gung-Ho type will need oversight to make sure they don't self-destruct by getting in over their head. They want to do everything, but this could also lead to the downfall of the Gung-Ho type. Gung-Ho types would find it a challenge to be placed in a position where they oversee others. The Gung-Ho types who are supervised too much they will perceive it as a lack of trust. On the other hand, if a supervisor entrusted them in a managerial position they will be motivated to handle the responsibility.

The Lifestyle type needs oversight in the same manner they require engagement. They need to make sure they are not drifting off and losing focus on the task at hand. It is important that oversight is not overly intrusive. Lifestyle types need extensive explanation about the oversight they are given. They need to be reassured that they are extremely intelligent and creative and that a small amount of oversight will help keep them on track and not lose focus. The Lifestyle types will almost certainly agree if this is explained in the right way, they will be motivated. The Conventional type desires someone to keep an eye on them. They expect oversight. They depend on it to feel appreciated and valued—if there were no oversight, Conventional types would be unmotivated. Oversight can be a very important role in motivating the three different types.

## **Training**

Training is an important aspect of any institution. Training might involve cultural tricks and technical skills required at a new place of work. High-level and advanced training increases the work motivation for the Gung-Ho type, as they are eager to learn the latest techniques when thinking about their future with a company. Training allows the Gung-Ho type to continue to develop business tools. Training drives them to be more successful inside the professional setting and encourages growth from within. As for the Lifestyle type, training has less of an impact—since most Lifestyle types already ‘think’ they know everything within their field. They tend to learn and train on their own. Training is not an effective tool and might actually come off as a waste of time for Lifestyle type. The Lifestyle type is a bit of a quagmire when it comes to training. Too much might discourage them and too little will not prepare them for the task ahead. Additional training does not motivate the Conventional types, but extra training would not be a waste of time either. They would pick up new skills and it will help their overall work productivity. Training the Conventional type does not have a direct effect on their motivation.

## **Leadership: Compassion, Creditability, Creativity and Optimism**

Leadership impacts different aspects of motivation within the research subjects. Overall, there is not much of a difference among the typologies when it comes to leadership.

Leadership is a very broad topic in the field of managerial science. Leadership, in this case, encompasses the manager or supervisor. The research subjects have alluded to the fact that a leader must have certain qualities in them to make them effective motivators. These traits include compassion, optimism, creditability and creativity. Both the Conventional and Lifestyle types feel that leadership is extremely important. They are looking for direction and a mentor. The Gung-Ho type is actively looking for leadership and they are better prepared to handle leadership in the early stages of their career. All three types still hold leadership as a motivating factor when it comes to work motivation.

## **Compassion**

Compassion is a word that is difficult to find in work motivation literature. In Ed Lawler's book Praise for Rewarding Excellence, one of the leading management books for business in the 21st century, the book does not mention compassion as a way to retain young talent or as a way to motivate employees. Compassion is one of the underlying factors that have been lost on these young business students.

Daniel Goleman makes reference to compassion in the book Resonate Leadership, he claims compassion is a predisposition to help others, compassion lifts us out of the small-minded worries that center on ourselves and expands our world by putting our focus on others. Goleman is one of the few researchers who is writing on the effects of compassion on employees he details this with his research on emotional intelligence work.

The role of compassion in leadership in the past has been poorly understood. In the major works on the topic of motivation such as: Porter and Lawler, 1968; House, 1971; Pindar, 1998; Miner, 2002 they make no mention of the effect of compassion on people in the work force. Compassion is located near responsibility in the geography of leadership. People take responsibility when it comes to compassion, and while it has not been a focus in past business research, this research proves that within all typologies, compassion and understanding should be a focus for work motivation.

Compassion is the ultimate and most meaningful embodiment of emotional maturity, and these current business students yearn for this type of emotional support. Compassion via leadership will achieve the highest peak and deepest reach in these research subjects. It will inspire them across the board and affect their work motivation in a positive way. All three types indicate, to some degree, that a compassionate leader will help them in their early career. Compassion is a convenient term for the enlightened self-interest that binds the new entry into the workforce. A compassionate leader forms a bond that all the typologies desire. Compassion and understanding will create a bond that will motivate the research subjects.

The empirical data has shown that today's business students have a low opinion of the current business community. They have pointed out a few key factors such as: greed, self-absorption and arrogance towards other. Across all the typologies there is a notion that the financial problems the world is could have been prevented to some degree. The Apostle Paul identified the issue of greed about 2,000 years ago: the love of money is the root of all evils. Paul's words has been echoed in the research subjects and come across loud and clear. Instead of greed or the perception of indifference, the research subjects are looking for almost the opposite of greed and indifference—Compassion.

Compassion, as Boyatzis and McKee (2005) explain how managers and executives can employ mindfulness, hope and compassion to create—and maintain—exceptional business success. Effective teams and powerful, positive organizational cultures do not happen by accident; they are created by resonant leaders who employ emotional intelligence to motivate and nurture their employees. The idea of compassion in the work place is something new to managerial science in recent years. The empirical data of the research study has shed even more light on the topic of work motivation, as an effective tool increasing work motivation. The research subjects have gone even further and demanded a sense of compassion from leadership. Without compassion between today's research subjects and the current leaders; a circle of mistrust and loathing will continue to widen the gap between the groups. The current situation in the business world has opened a new line of research in compassion amongst new workers and management.

## **Optimism**

Optimism or hope is another way of looking at this segment. Hope is something that current business students seek in their leader or manager. The latest financial crisis has played an important part in affecting the way the current business students look at the business environment. As the world's economies begin to recover from economic turmoil, optimism from leadership and from within the organization is crucial. These research subjects will expect leadership to provide a new course of action. Effective leaders will challenge these current business students to take a look at themselves and commit to shaping their own reality with capabilities they naturally possess. Restoring the optimism in the research subjects as they enter the workforce will be crucial. An optimistic leader allows the three typologies to see the positive aspects of any situation and enables them to capitalize on each possibility in the future. All three typologies are very similar in this manner; they are looking for leadership that will reassure them that everything is going to be fine. Considering what is going on in the world's economy, the leader needs to have a positive outlook to fuel work motivation within their employees.

## **Credibility**

The research subjects displayed a great sense of corporate fear. The ability of the leader or manager to demonstrate their skills will command the respect of these future workers. The leader will have to quell the skepticism. It is important for the person in power to display their talents and authority to these potential workers in order to establish competency. The research subjects want to know that their manager is capable of leading and supervising them. They want to respect their leaders. Credibility goes a long way in motivating this group of current business students. These current business students need to be able to trust their leaders to be motivated. Considering they have been exposed some of history's biggest financial frauds and collapses—Bear Sterns, AIG, Enron, World Com, Parmalat—in the business world, these current business students are becoming more cynical. They need to know that the leadership they work for is credible, honest and going to make the best choices in the face of turmoil.

## **Creativity**

Most of the research subjects crave putting their mind to use. They demonstrated that creativity inside organizations is an important motivational tool. The research subjects want to implement new techniques and new ways of doing things inside their job. They display a great sense of enthusiasm when it comes to improving the old way of doing things. The Conventional type is less interested in change than the other two types, but they still like to be creative and try to improve the current situation. The leader will have to display a willingness to be open to new ideas from the typologies. The three typologies are sensitive about their work, if they are not being appreciated from others this will affect them in a negative way at work. The Lifestyle type will be motivated to prove that they are creative. The Gung-Ho type will be creative and try to implement new techniques they learned in business school. The Conventional type is creative in creative ways, they tend to think smaller. All three types seek creative recognition in their job, which will motivate them to work.

## **Compensation**

Compensation is always going to be an important factor in motivating and de-motivating employees. The issue of compensation is not a debatable topic; however, the severity and complexity of the compensation is a factor in determining the levels and length of work motivation. Compensation includes topics in regard to wage and/or salary programs and structures, for example, salary ranges for job descriptions, merit-based programs, bonus-based programs, commission-based programs, etc. Compensation is payment to an employee in return for their contribution to the organization, that is, for doing their job. The most common forms of compensation are wages, salaries and tips. For this particular case only salary will be discussed. The most dominant works in the field of motivation (Maslow, 1943; Pinder, 1984; Vroom, 1964; Lawler, 2000) allude to the fact that compensation is important.

As stated by a research subject, 'for most people, money is the main motivational factor. For me, money is not everything and not so important. Money is only a plus. The work itself is the most important thing that motivates me to work. The comfort level, the colleagues and the responsibilities are just a few factors that motivate me in the workplace'. The empirical data has pointed out a very close range between the three typologies in the area of compensation. The typologies are concerned about the future and their savings. The Gung-Ho type often echoes this theme as stated by a research subject 'I have my own business and we sell electronics. It is starting off, and I am not making too much money. I am putting everything I make in my savings. I am not worried too much about it now, and I hope to cover my cost in the second month of operation. I figured it would be nice to start something. I am happy. Not too many 20 year olds are doing what I am doing, and it is fun, but scary. I like it overall. Savings, future and enjoying the job are all themes that can be found in all three typologies.

To a different degree you will find more or less importance to these areas. Gung-Ho type is concerned about the future, the Conventional type is concerned with enjoying the job and having harmony at work and the Lifestyle typology has similar ways of looking at compensation as earning a living to maintain outside activities and harmony at work. As for the research subjects, there are small differences in this area. The Gung-Ho type is looking for career movement and is willing to take a job that has growth.

The growth factor is the most important factor more important than starting pay for the Gung-Ho type. This type is really looking for the future. Gung-Ho mantra is to sacrifice now while young and in the future the sacrifice will pay off with monetary rewards. The more balanced approach is the Lifestyle type which is looking to maintain flexibility within their life outside work. Their compensation really depends on maintaining their way of life and allowing them to do what they like to do outside of work. Their salary compensation needs to be adjusted to the point where it provides them at the very beginning enough money to do what they want to do outside of work. They want to grow, but in the beginning there must be a balance.



The Conventional type expects to be paid according to what they perceive as fair for their work. The Conventional type might be a little surprising that they seeking a higher starting salary. There are several reason why this is the case. Considering that most of the Conventional types come from a hard-working blue collar background they need to justify the cost of an education with a higher starting salary. Conventional typology alludes to the fact that current salaries have been mostly stagnant over recent years, while expenses especially health care and education costs have skyrocketed. This will help them have some respectability amongst their inner circle and help motivate them.

## **Responses to the Research Questions**

The answers to the research questions have lead to a better understanding of the phenomena of work motivation. The answers to the questions have opened the door to a different way of thinking about motivational theory and managerial science. In managerial science the problem arises for the manager—the question of application and selection is a daunting task; the answers to the research questions have lead to a slightly different way of thinking. There are some very good and useful motivational theories, over the course of 100 years, managerial science has come a long way from the days of Fredrick Taylor and pig iron—but questions still arises amongst managers—what motivational theory to use? The short answer is all of them, but first the manager should understand his intended target first before applying the theory.

### **Research question one**

The first research question ‘what are the differences, if any, in work motivation of current business students’ has been answered by the empirical data. There are differences amongst people just like there are differences amongst theories. Figure 23 has aligned the theories to the typologies for maximum affect on a research subject. The empirical data has concluded that yes there are differences between current business students and their work motivation.

The different attributes of each typology are clearly defined in the empirical data. The differences for example in the Gung-ho type range from being more 'intrepreneurial', from within the organization and less entrepreneurial than the lifestyle type. Gung-ho types are motivated by the future prestige and potential earnings working for a multi-national company. They are willing to put in the extra effort and time to see the rewards down the road, whereas the Conventional type is more focused on the present. The Gung-ho type is looking to lead and become the next leader of the company, they are confident about their skills and knowledge; whereas the other two types are less boisterous about their skills. The Gung-ho type is more concerned with material possessions and this is a cause for their motivation.

The lifestyle typology is motivated not by the company, but by their own way of life. This is a stark difference when compared to the Conventional type. The Lifestyle type is motivated by their outside activities more so than the other two types, leisure activities are a great source of their motivation. They like to be creative and have the ability to create change that will have a lasting impact; the difference is that they will do this alone or with a very small number of close associates. The other two types are more apt to working in a team environment with several other types; the lifestyle type tends to be alone while working.

All of the types have a connection to their family—the Conventional type is clearly motivated by the prospects of returning to their family and starting their own. The major difference is they are looking to reunite and start a family in the beginning of their careers. They are focused on returning to their home city and starting a family or business of their own. The Conventional type does not handle adversity as well as the others; if they are being treated unfairly or unjust they will leave the position or lose motivation immediately. The other two types have similar traits, but not nearly as ardent as the Conventional type. The Conventional type's environment needs to be stable, value centered, and close to their home culture, whereas the other two types do not display these factors in their motivation.

## **Research question two**

The question has been raised and it has been answered—can current business students' motivation be related with different theories of work motivation? The answer is yes. The results of Chapter VII: Relating Theories with Empirical Findings link each typology with several theories that are best suited for the individual typology. The empirical data has shown that each type is better suited for a certain type of theory. There is a plethora of theories on the topic of motivation and work motivation, the author has systemically aligned the theories with the correct typologies.

To put it another way, can one work motivation theory be applied to everyone? The answer is a resounding no. Each typology is different and has several different ways of being motivated. Just as in each of the five major clusters of theories there are differences between them; these differences transpire to typologies differently. Over the course of time and the progression of managerial science, improvements have been made to each theory, but there is no one theory that can be used for an entire population. It is better to first understand the attend target and then apply a motivational theory to the attended target.

## **Research question three**

The past few years dating back to 2008 the world's major economies have been besieged by the Financial Crisis that has lead to the Great Recession (2008-2010). Questions have been asked about the impact of the Financial Crisis will have on the future of business? That question, albeit a good one, cannot be answered from the empirical data, but the question that has been posed 'will the Financial Crisis of 2008-2010 affect current business students' motivation' can be answered.

Yes, the Financial Crisis has had an effect on current business students. The Financial Crisis effects are more pronounced in the Lifestyle type than the Gung-ho type. In the Conventional type the empirical data has shown them being cynical about the traditional forms of employment, but never the less they will still be heading into the work force. The Conventional type has been made more aware of fraud and has made more suspicious about

business. The Gung-ho type has for the most part been aware of the tribulations of business. They have had prior work experience before the crisis and are conscious of what people are capable of doing. The Gung-ho type deems for better or for worse, the corporate world is about numbers and not people. The Gung-ho type has the attitude that they will be part of the solution— not the cause of future problems.

The lifestyle typology is the most affected by the Financial Crisis; they are extremely passionate about voicing their dismay over the behaviors of bankers and leaders of large corporations. The lifestyle typology shows signs of apathy towards working at a big firm. They are pragmatic about the future and realize they might be hired and employed at a big firm—the Lifestyle type acknowledges working at a large firm will be an extremely difficult task for them. They have formed a general mistrust of large corporations due to the Financial Crisis.

### **Research question four**

The question ‘do current business students have entrepreneurial ambitions’ has some surprising answers. The quick answer is yes, but entrepreneurial ambitions are not fully displayed in all types—the Conventional type would most likely open up a small business in their local community, they are driven to small business. They have goal of one day become a business owner in their local community. The empirical data has demonstrated that they are confident in doing something small, but less confident on a larger scale. The Gung-ho type is not as entrepreneurial as the other types, one of their differences is they are more willing to work for a corporation and not venture out on their own. Their entrepreneurial ambitions is not evident, however their intreprenurial ambitions are clearly stated in trying to change the corporation from within. The lifestyle type is in the middle of the road, they have talked about doing something amazing, but their ambition and dedication is something time will tell.

## **Research question five**

Managers have asked what are the business student's expectations—more precisely 'what are current business student's expectations in areas of leadership, salary compensation and communication'? The author has come across this question on several occasions—all three typologies prefer clear communication, delivered at a rapid rate and in a manner that makes them feel respected and important. Communication is extremely important, but how the communication is given to the typologies is crucial. The areas of communication and leadership are similar in what the research subjects are looking for—both should contain an element of compassion, which is one of the underlying factors that have been lost on these young business students. Compassionate leadership is something that will be a key motivating factor in the early careers of the types.

The expectations of compensation vary greatly between the types; the Gung-ho type is looking for long term growth and will exchange that for short term gain. They are looking for a job that has the biggest earning potential and are willing to sacrifice in the beginning of their careers to reap the rewards later. The lifestyle type is looking for compensation in the terms of job design and freedom. They are concerned with making a living wage, but more concerned with the entire package. The Conventional type expectations are high for compensation in the short run, but low in the long run; they expect to be paid according to their skill level with modest increases over time.

## **Further Conclusions**

The conclusions that can be drawn from this research study can help with developing a richer understanding of work motivation with regard to current business students and their future in the workforce. The three serviceable typologies in the workforce (the Adrift type is not considered serviceable to the corporate world) have very different perceptions towards work. The research subjects varied in their opinions on the seven key areas of work motivation. Each typology has a unique set of needs and each is motivated differently. The results show some of the basic tools that a manager should know in order to help promote production and work motivation for each of the three different types entering the workforce.

The research results also point to the fact that an individual's culture does not have a direct impact on their motivation. The research goes against many classic stereotypes held by each country's culture, which suggests that the current business students are not as affected by cultural norms. The large assimilation of information via the Internet could have a large impact on these results, but more research needs to be performed to verify these generalizations. Current business students' social conditions play an important role in the emergence of their motivation towards work. More in-depth research will follow regarding younger generations and the manner in which massive amounts of information is shared. The second conclusion will lead to further research in the future.

## **Limitations, Propositions and Future Direction**

### **Academic Community**

The results have lead to think about the future. In recent years, there has been a call for a change in the business school model from both the business community and the academic world. The current business school model that dominates management education and business research has come under fire in recent years. One of the main causes for the uproar is the product that is coming out of the schools (Bennis and O'Toole, 2005; Clegg and Ross-Smith, 2003; Ghoshal, 2005; Mintzberg, 2004). One problem is the focus on economics-centric education. The focus is based on the underlying assumption of self-interest, which makes students more egoistic and self-centered (Pfeffer, 2005; Pfeffer and Fong, 2004). The typologies that were discovered can be expanded and explored from many angles. One angle to follow would be identifying the path of the typologies in the workplace and the effects these types have on the business world. Another angle would be to analyze the typologies with regard to ethics.

Ethics has been a hot topic in the business world forever, but recent issues include the Bernie Madoff scandal. The question of ethics arose when the losses were reported at \$50 billion and the collapses of financial institutions and financial markets across the globe began to shake the foundation of the global financial system. The major players in banking came from the top business schools in the world. Who is coming out of today's business schools? What tools are they being armed with? The academic community can benefit from these types of studies by implementing methods of grounded theory with regard to fieldwork in managerial science. The foundation of grounded theory places emphasis on language, meanings and action within the phenomena. The research study conducted did not take the interviews and the data collected at face value but interpreted the meanings and actions to become aware of emergent themes within the current business students.

Three important functions can be added to the current research community on the topic of work motivation and new employees: (1) The results provide a compact way of conceptualizing and generalizing current business students entering the ranks of the business world; (2) it permits the research community to follow up on the propositions in a quantitative way to measure what type is performing more effectively in the business world; (3) the research suggests a call for new approaches to deal with work motivation with the new crop of employees fresh out of business school. The older models of work motivation focus on the whole population instead of a more focused view on individual types inside the typologies. The idea of just concentrating on one part of the population is a different way of thinking with regard to motivation in general.

## **Limitations**

The first limitation of the research study is the researcher. The researcher is human, and as humans we have our limitations. The lack of interview practice was a learning process and caused mistakes in the early stages of the research project. One noted limitation was the variation in the interviews. As more experience was garnered, the interviews felt more organic, and as a result, the information collected was better. The scope and size of the sample is another limitation that can be scrutinized. The lack of diversification from a geographical perspective is another limitation of the sample size. Collecting data from several business schools across the world would have provided a more concrete model of current business students. Having a sample that had international representation did combat some of these fears. However, being that the sample pool was only drawn from Barcelona, Spain, meant the majority of the sample was comprised of Western Europeans and neglected other crucial areas of the world, such as Asia and North America.

Having focused only on work motivation of current business students might be another limitation; whereas, studying students in different fields may have made for a more dynamic study. The researcher is also making broad generalizations on the subject matter with relationship to culture. Making generalities in research is difficult when it comes to analyzing the results, unless the context of the research is extremely similar to the context in



which one wishes to apply the conclusions. The fact that the students in the research study were not fully employed and lacked work experience was another limitation. These students were not all full-time workers; they had not been exposed to the full stresses and experiences of a full-time job, and this can be considered a limitation. However, within this sample, there is a mix of students who have some degree of work experience, full and part time. The sample size was also too small to show concrete evidence that work experience versus no work experience had an effect on the outcome of the typologies.

The current research has shown there are four typologies, but this is an unknown limitation. Since the sample size was small the researcher acknowledges that there could be more than four typologies if the sample size was increased. The typologies are not a complete representation of the entire group of current business students.

It is acknowledged there could be a possibility of placing these cohorts into boxes or stereotypes by the business community. Since there are mostly likely more than four typologies it would be inaccurate to stereotype or make assumptions on the research subjects. The characteristics of the typologies (Lifestyle, Gung-Ho, Conventional and Adrift), based on the empirical data and interpretation is a small sample of the entire population.

The idea of work experience versus no work experience can lead to new research in how work experience impacts a student's motivation. There are several directions and additional questions that can be asked. Propositions have been created to build on the limitations and further strengthen the research on work motivation. A qualitative study could be conducted to see the changes in typologies and the effects that work has on the research subjects. Such questions can be asked to see if a person's work motivation changes after they secure a full-time job. Certain propositions and a survey questionnaire can be used in the future to help formulate a mathematical-based instrument.

## Propositions

The research study created new ideas for the researcher for more managerial situations. Key concepts, such as mentorships, traditional motivation techniques and the transition from the university to the workforce can be studied more thoroughly. Propositions are listed below as an extension for future research. These propositions can be tested, and the results can be combined.

*Propositions 1:* Research study demonstrates that there are four typologies of business students. Inside other professional schools, such as law, medicine and engineering, do the same typologies exist? Are the typologies different?

*Proposition 2:* Can business schools do more to correct the flaws in each of the typologies and make each student more ready and able for the workforce regardless of their typology?

*Proposition 3:* Can peer mentorship positively affect the motivation of the Adrift typology before they leave business school?

*Proposition 4:* If Adrift types find full employment, is there a transformation to another type once they are fully employed? If so, what caused this transformation?

*Proposition 5:* What programs can large corporations put into practice that might have a positive effect on the way Lifestyle typologies view them?

The propositions allow both methods of research—the qualitative side and then the quantitative side—to be analyzed from two different methodology perspectives. By creating propositions of hypotheses, the typologies can be tested. It would also create future research on the topic of work motivation among current business students, even students within other professional programs of study. The research study is a first step in addressing work motivation as it pertains to one segment of the workforce and one branch of the economy in the business world.

## **Future Direction**

Integrating the typologies and grounded theory into the business world is what is in store in the future. The current business student typology is just an example that shows different applications—from the business school to the corporate world. The differences between the new crop of students coming out of business schools can be compared or contrasted with the existing workforce and provide an interesting field of research. This research needs constant updating and fine tuning. As for the current study at hand, there are other models that can be used to follow up on the research, such as Christine Hemingway's (2005) model, which offers a sequential model that might be intriguing for future research.

Future researchers might chart a course over time to see what effects the workplace has on this group of current business students as they make their way into the business world and up the corporate ladders. Future research can find out if new typologies surface after these individuals have been working as full-time employees for some time. Patton (2002) comments that the best way to build on the analyst-constructed typologies is to present them to people whose world is being analyzed and to find out if the constructions make sense to the people being studied and that is what the researcher has done.

## **APPENDIX**

### **Appendix A: Interview Protocol**

The protocol applied for the interviews varied slightly from one interview to the next. Some were longer as the introductory process required additional warm-up questions. Some interviews went well beyond the scope of this research and discussion ventured off topic. These off-topic interviews were allowed as a part of the methodology and offered insight on topics that were not previously known. The focus of the majority of the interviews, however, centered on the topic of motivation. The questions (below) were merely the starting points to persuade the current students to talk freely and without interruption.

Interview Protocol (semi-structured interview) Hello, my name is \_\_\_\_\_. You probably are aware through research seminars, class discussions or talk amongst other students that I'm conducting academic research in order to know more about you and your work motivation. I will be recording the interview in order to transcribe your words for analysis. I wanted to let you know that this research is not supported in any way by the university and has no bearing on your grades. So feel free to say whatever you want. I want to thank you again for taking the time to meet with me.

These are the general questions used during the interviews:

#### **General Questions:**

1. Could you tell me your name and age?
2. Where are you from?
3. When I mention work, what is the ideal situation for you after graduation?
4. Let us talk about what motivates you.
  - a. When I say motivation, what comes to mind?
  - b. What do you think about?
5. Where do you get your motivation?
  - a. What role does the university play in your motivation?
  - b. What role does previous work experiences play in your motivation?
  - c. What other aspects of your life play into your motivation?
6. How do you view money?
7. Do you have goals?

- a. Have you set goals?
- 8. How does the way your peers talk about motivation influence you?
  - a. How do your peers' goals influence you?
  - b. How does the way your peers think/act influence how you think about your future?
  - c. How does the way your peers view careers influence the way you think about a career?
- 9. How do you view job feedback?
- 10. Where do you see yourself in five years?
- 11. What do you value?
- 12. How do you view entrepreneurs?
- 13. How do other cultures influence your motivation?
- 14. What drive you on a daily basis?
- 15. Is there anything you would like to add?

## Appendix B: Excerpts from Interviews

### **Brahim, 22, Middle East**

What motivates me in my job today, even if it's just a small unimportant job, is that I love what I do. When the higher ups give me the means and the trust in a job, I love going to work. I do not need to be motivated. I am doing it with a lot of pleasure. I can see myself being pushed by the managers or the bosses. I have not worked a lot in my life, besides in the university, but I know I need that extra little push to get me going. I like the interaction and the fact that someone is looking at my work.

What motivates you?

When I start working after university, I am going to try to be the best, and I need to follow some rules that I learned from my family. My family is good and supports my studies and gives me a lot of strength. I have learned to self-motivate. I remember my father saying that nobody will come knocking at your door to tell you how to do a job or that you need to pick it up and be focused; they will just fire you. It is your responsibility to motivate yourself and to get a move on things. You can learn self-motivation. The more you try to be motivated, the more you learn to do better. Working harder—and for a long time—to be the best you need to be and exceed the standards of competences. I need to have the know-how.

How do you view job feedback?

I need feedback to keep me focused. At times, I lose focus and just kind of sail by without doing much. I find that when I get schoolwork back and there are comments, I take it personally, and I try to respect the person's opinions and make sure that I do a better job in the future. I have respect for people who are older, and I know that they have wisdom that I do not have.

How do you view money?

Honestly, money motivates me too much, but I know that a salary cannot motivate work. Work is not an end but a means to arrive at your goals. I feel strongly about this. There are always exceptions to the rule.

Do you have established goals for yourself?

No. I do not set up goals for myself. I do have dreams of where I want to be. I don't think I can say that they are goals. I finish what I start. I will finish at the university, then I will return home and work, but I knew I would do that before I even left my country. I want things, like a job and a family, but I don't think these things qualify as goals. Maybe I will set up goals in the future, but right now, I am just trying to adjust to Spain.

**Hanne, 21, Germany**

You ask me about my motivation, and when I think about this question, I can tell you it derives from several sources. First, I have my inner drive. I am always curious. It is a fantastic feeling to me being able to go ‘Aha!’ when things click. Rather than being related to textbook matters exclusively, my curiosity extends to how and why people, life, the world and universe, in general, are. Challenging tasks motivate me. If you want to get me going, challenge me with something.

What do you identify as your motivation?

Throughout my life, I have been highly influenced by my parents and their values—in particular by my father. After graduating from high school, I was unsure of what to do with my life and which direction to head. I had very low levels of motivation. I could not seem to find a goal or objective to focus on. When my father told me that my rational and emotional intelligence would make me a perfect fit for the business world, I rejected my father's advice. I thought I might want to make a career in humanities. So I took a year off, worked, traveled and came to find my place in the world in business. My father laughed and said he was proud I took the time to draw my own conclusions.

When my father was diagnosed with cancer in 2005, we were informed his life expectancy was just four months. It's hard to tell you this without crying, but he passed away this summer, two years and seven months after the diagnosis. He demonstrated a strong will power, determination and positive attitude towards life always. What my father taught me about life continues to motivate me today.

Where do you see yourself in the future?

I am a woman trying to compete in an industry with many attributes associated to the male character—competition, assertiveness and ambition. Call me naïve, but knowing that there is a glass ceiling motivates me. I've been told no before. I focus on getting the yes.

**Hendrick, 20, Denmark**

I know what motivates me to work. Simply put, it is the urge or need to really do something. I want to act; I want to have it done as good as I can and in a timely manner. I have certain goals that I want to achieve. I find that by having goals, I am more focused and driven to achieve those goals. I am willing to go for things and aim high.

How do you view money?

For most people, money is the main motivational factor. For me, money is not everything and not so important. Money is only a plus. The work itself is the most important thing that motivates me to work. The comfort level, the colleagues and the responsibilities are just a few factors that motivate me in the workplace.

What are your views on work motivation?

Since I started working after graduating from high school in 2006, I have gravitated towards customer service positions. I am a kind and polite person. I did not find it hard to give the

best service to the customers. I am a smiling and approachable person. My managers and colleagues viewed me as a very hard-working person.

For a time, I served as a barista in the airport in Copenhagen. I served customers and made different kinds of coffee and tea, and I enjoyed it; I was motivated. However, after a couple of months, I felt uninspired because I did the same routine every day. I did not get any new or varied challenges. So I asked my supervisors if I could take on different tasks. They said yes, but again, I felt uninspired after a short time. However, I stayed with the company because of my colleagues. They made my day. Looking back, I know the reason for my feeling uninspired was the lack of recognition I received from those above me. I was a good worker and the employers were not giving anything in return. This did not only happen to me; it happened to almost everyone in the company. Therefore, recognition is one of the most important things I need to be motivated to work.

### **Retish, 20, India**

Can you tell me a little bit about yourself?

I am Retish, and I am a third year student. I am 20 years old, and I was born in India. I was born in Bombay and moved to Barcelona when I was 11 months old.

I understand that you opened up a business. Can you tell me about it?

I just opened a small new retail business here in Barcelona. We sell electronics. It is starting off, and I am not making too much money. I am putting everything I make in my savings. I am not worried too much about it now, and I hope to cover my cost in the second month of operation. I figured it would be nice to start something. I am happy. Not too many 20 year olds are doing what I am doing, and it is fun but scary. I like it overall, and I am spending a little of time there. But I spend more time doing my university studies.

Well there are certain things I like and don't like but I just do things because I have too. When I am dealing with customers, I don't like to be the face man. Actually, I like to be behind the scenes. I like dealing with the numbers and with people on the phone more. Sometimes people make me nervous and I tend not to be the best with them. I know that I have never really been friendly to strangers. I know they are in the store to buy something, but I let my brother or someone else handle it.

What motivated you to start this business?

My father used to run the biggest cable company in the India. They made cable wires. My family owned the company, but they had a falling out, and we moved to Spain. I learned a lot from him; he always has something to offer.

I had so many ideas that keep me going. I needed capital and didn't want to ask people for money or borrow from the bank. I am still getting capital together. I have another idea about setting up a Lamborghini store in Barcelona. There are not luxury car show rooms here in Barcelona. I thought about used cars, but there are a lot of big dealers and a lot of competition. They have the bank and financing. Most places need about 1,000,000 Euros



to open one place. I thought about this quite a lot, and I looked at places to rent. It would cost about 4,000 Euros a month. I would need an exhibition spot, and I found one that was an old Lexus dealership. The only problem is that it can take up to two years to get a top-end car.

What drives you?

Just the fact that I have so many goals I set for myself. The day I became 20, I looked at my life. I was a bit worried that I had done nothing. One of my goals was to impress my dad. The next one is to make 1,000,000 Euros in the next three years. I come from a decent family who earns a lot of money and I want to do the same. I am not money driven but success driven. With success comes money. I know money is not the true indicator of one's success, but it does help measure. There are many things that keep me going. Failure is one of them, and I am afraid of not doing well or not making it.

What do you value?

I value quality in business. The best price is not always the best thing. I think good service is the most important thing. The reason people buy things is because they get great service. I am getting better at that. I am not the best salesman. I know I am not the best salesman, and there are others who know more things. People ask me questions about blenders, and I have no idea what they are talking about.

How important is money to you?

I would say it is a priority. I know that I need money to fund my ideas. I would love to build a hospital in a third-world country because I know that it would provide people with jobs. And of course, it can make money and help the local community. But I need capital for this. My ego gets in the way, and I cannot ask people for money. I can ask people, but I would hate to pay people back. My father has a quote about money, 'If it is in your destiny, it will come to you.' My father said, 'Money is like a butterfly. If you try to catch it, you never will, but if you sit there and wait for it to land on your shoulder, it will. Don't try to chase after it. Let it come to you.' I never really understood that quote until a few months ago.

How does your attitude about business differ from that of your international peers?

I see that cultural boundaries fade. My father said that people are now running behind money. It's true. Most people just chase the money and work all over. We're all very similar. We all want the cash.

One person I used to work with told me that if he made \$1,500 a month, he would never look for work again; he would be happy. He would be happy for the rest of his life. I knew that he could do much better, but I realized that that's how I looked at the situation. If he is happy then that is okay, but I figured that if I work hard, I can make it.

I sometimes think about just selling beer on the beach. It would be a good time, but I think I would tire of it after a while. If I get all my money in the next five years, I will invest it, making 12 percent somewhere and not take the risk. I have a younger brother, and last

month he made 200 Euros selling Jolly Ranchers. He is 14, and the funny thing is, he had other people selling the Jolly Ranchers.

Where do you see yourself in five years?

Well I have thought about picking up and moving to Australia. I don't know what I would do. If I go I will just try my luck. I am 20, and I am full of life and full of taking risks. I want to see how the business takes off and see if I can make things happen. I also know that Spain is a hard country to make things happen. And Barcelona is a difficult city to start a business in. The rent is so high and only a certain percentage of the population has money and they don't spend it. People just don't make money; they get paid so little. So there are not a lot of people out there that can buy things. And if they lose their jobs then the whole system is in trouble.

### **Mark, 21, United States**

Motivation is a feeling of inspiration and energy that makes me want to explore. There are some factors that are affecting my motivation to work. I want to do something I really enjoy. Without that, I would have a hard time finding motivation to do anything.

What are your views on money?

Money would not keep me in a job; I need to do something that I really want to do. The work environment, the recognition I receive and the knowledge that I can grow with the company also influence me.

What motivates you?

My individual character. I need to feel free and independent but feel that I am contributing something to the group at the same time. I was very motivated when I worked as a check-in agent at the service desk in an airport. Not the job tasks in my future but for now, it was something I really liked. I needed to have contact with people. I enjoyed helping them. But my colleagues also motivated me. I once heard a quote, *'Without passion, you don't have energy; without energy, you have nothing. Nothing great in the world has been accomplished without passion.'* I try and bring some passion to my job, just like I bring passion to my work here at the university.

What are your goals?

We as Americans are programmed to have goals. We have goals in sports and in school, and I carried that into my personal life too. I have goals with college grades and with my own personal life. I do not say that I want \$1 million by the time I'm 30, but I do say that I want have my own home. I think it is an American thing to own your own home. I know that living on my own is a goal; I really cannot live at home when I am done with college.

Where do you see yourself in five years?

Tough question, but I will return to the States and see what happens. I think I might head to Chicago and get a little apartment with a buddy. I know I am good with money, and I want to make some investments. Maybe I will start a small business or something.

What are your views on entrepreneurship?

I might start working in a big firm just because that is how things work, but I will own something in the near future. I'm not a typical self-starter, but I have ambition.

### **Juan, 21, Spain**

Motivation helps me reach my goals. I am motivated to do things in life.

What motivates you?

My motivation comes from surfing, good times, challenges and money. Surfing is actually the most important because it keeps me focused. It makes me relax and it's related to the good times too. I have a high level of motivation. I am motivated to get things done so that I have time to play. I wake up early, get my schoolwork done, then head to the beach. I am focused on my studies, but the university is not my main source of motivation.

When I feel like I need a lift, I surf, and it motivates me. I am happier and more active when I am motivated. I notice that when I am focused and motivated, I have innovative ideas that can be implemented in my life. Being active also makes me produce better work in greater quantities.

What motivates you to work?

I would say that in order to be successful in the job I have to be happy and be filled with life and love. I get a lot of motivation from being happy. It is one of the most important feelings because it makes me feel that I have something to fight for.

Where would like to be in five years?

Near the beach. I love the beach; I love the water, and I must be near it. I would go to America, to the West where it's warm. California perhaps. I don't think I would be there forever. I have a great family here in Spain, and I would miss them, but I would like to live the American dream.

What are your goals?

Goals tie you down and do not let you open your mind to see other things that might be there. If you are focused on one thing you will miss something else that might take you down a different road. Goals do not fit in with me, but I understand the purpose they serve for others.

What are your views on money?

I have enough to get by, and I don't think I will need a million Euros to live the kind of life I dream of.

### **Lars, 21, Germany**

I want to work because it allows me to put what I have learned in school into practice. I have been spending most of my life in school and some at work. In school, I learn theoretical knowledge from teachers and textbooks, but what really matters is that I now have the ability to utilize that knowledge and apply it in the real world.

What motivates you?

Work motivates me and finding what really interests me. I try different things. One of the reasons that I am in Spain is to see if I want to leave Germany and make this my home. It is great to be able to leave Germany and go other places. It makes life easy and working a lot easier.

We need to have the ability to get to know different kinds of people when we study and work. It is important that we take advantage of these opportunities and broaden our way of thinking. It helps me to know myself more and truly understand what I am looking for.

How do you feel about money?

You are rewarded for what you contribute to the work that you do, and we do need money to satisfy our basic hierarchy of needs to survive and maintain our standards of living. Money also proves our value in society. With more of it, I have more freedom to do what I like to do. Money is a necessity. There are a lot of well-educated people, and we're all competing for better jobs, more money and higher status. It's a never-ending competition. I want money to compete with the rest.

What motivates you to work?

I will have to develop a special skill or multiple skills. In modern society, mainly based on the service industry, skills are a must to emphasize talents. I have a keen sense of observation, and I feel that I can find out what a company needs and fulfill those needs. The idea of working and living in other countries motivates me. Just being in a different country makes me work a little bit more.

So are there places that motivate you?

I went to high school in England, then stayed for three years after. I've been in Spain for two years. I've been exposed to different ways of thinking. I think that I have the ability to challenge conventional ways of doing things. Society should not be bound by orthodoxy or it will be limited. To keep challenging oneself to come up with new ideas brings incentives to society and also a sense of self-accomplishment.

How have previous work experiences influenced you?

I wake up at 5:00 a.m. and I work in a factory. And when I am done, I go over to the university. It upsets me at times that my classmates never have time to meet for group work and they never have time to do anything. I often shake my head. They don't work, they come to school for a few hours and they tell me they don't have time to work on a presentation or an assignment. They usually come here for four hours, and they have no time. How can they say that? I do a lot of things with my day. Maybe they are just lazy. I know what I am doing with my time.

Do you have set goals?

I have a goal to wake up every morning and go to work. I do not set goals in life; I just work hard and stay smart with life. I am hard working, but I don't have a set of goals. Maybe those will come after I finish my degree but not yet.

### **Martina, 24, Norway**

What do you expect from work?

I have applied for a job with the Nordic Ski World Cup, which will be hosted in Oslo in 2011. I think that is one of the best jobs I could possibly get after graduating. I have been working in the ski industry for a long time. I was on the Olympic team until I hurt my knee and I had to leave.

What makes you think this is the right job for you?

I've always liked organizing events. I used to work in a sports store and each year, I would organize a ski trip for all the personnel. I didn't have any prior experience. I just thought it was a fun and diverse environment. I think the job with the Nordic Ski World Cup will be a good start to get a foot inside the sports organization door. I absolutely love skiing, and I know being around the sport makes me happy. I think I am lucky to know what I want to do.

What is most important to you in terms of the job you take?

I love my free time. I have a lot of hobbies that I want to make time for. Planning a project or an event takes a lot of time. I would be comfortable working longer hours to make things happen. I always want things to be perfect. I'm trying to adapt because I know that's not always possible. I come from Norway so working more than eight hours a day is not really normal, but, if I love my work, I am flexible.

So what is your motivation?

When I start working at something or when I put my mind to something I want to pursue it. I want to reach that goal at the end of it—whether it's planning an event or selling ski equipment and sports gear. And I appreciate autonomy. I don't like being told that something has to be done this way or that. I want to be able to adapt the most efficient and effective way to do things.

How have previous work experiences influenced you?

I loved the ski shop environment. Skiing has been a huge part of my life. I was a competitive skier until I was 18. That took up a big part of my life. And it still is a passion of mine. I love the people. I learned a lot about how to treat people at work. My boss was a nice older gentleman, and I learned a lot from him. I learned what not to do from coworkers. Some of my colleagues would not treat the customers with respect. Obviously they weren't happy. I noticed that when you are happy, things go better. Even if you are not happy inside, try to show that you are happy outside. I know that might sound silly but it works. Why would someone continue to come to work if they were unhappy?

What are your goals?

I want to work for an event connected to sports. But I appreciate my free time so I want to be able to balance it. I do not really set goals. I make a plan for what I want to do and go from there.

What are your non-professional goals?

I have traveled a lot and I want to keep doing that. I want to go to more places, live in new places and have different experiences, but I don't want to have to change my lifestyle.

What do you expect from the job you take?

I always see myself working in a more laid-back environment. Not a formal, strict, huge company. I enjoy meeting new people and connecting with new people and working both in groups and individually. You learn. I learned a lot from my previous boss and I want to carry that on. I expect to be an asset, not just someone who goes to work and looks at the clock. I think there are a lot of people who look at work as the enemy; I look at the work as a place where I can learn and be something. Things will be fine if you have a positive attitude, and I am a firm believer of being likable. Smile and people will open up to you. I am smart, of energy and looking to be part of something.

What would you say is the definition of motivation?

As I said earlier, I don't like procedures. I need the freedom to be creative, to be able to do it my way. I might end up with the same result as I would have if I followed the procedure, but I need the possibility to be creative. When studying for exams, most people need time to completely focus on their books and notes. I need at least two hours of running, playing squash, climbing or whatever to re-energize. I am fairly motivated, but it doesn't take much to de-motivate me. I work hard, but I need my time too.

What do you value?

I value my family a lot because they have been there for me every step of the way. I've had an active past with skiing, and my dad has always gone with me to practice. He has driven me to the mountains for competitions, and he's always been a pretty good motivator for me. He's always pushing me to the edge; he knows that I need to be pushed to pursue my best.

How do you view money?

To be able to do all of the things that I want to do, there is money involved. I spent two years traveling. I had worked a lot before I started traveling, and I saved up a lot of money. Unfortunately, I ran out pretty fast. I had a few jobs, but I didn't really get paid. I got accommodations and food and stuff like that. I didn't really spend money. I had my flight ticket so I knew I could always go home, but I just enjoyed life and money wasn't really a motivator. But this isn't the way I'd want to live years from now.

Where do you see yourself in five years?

I don't know. I want to do a master's degree. I have looked at a sports management degree in San Francisco at the University of San Francisco. I have a friend who has been studying there for five years, and I have talked to him about trying to work for some of the companies in the area. I've talked to the 49ers. They have a connection with the university so it's possible to do internships.

**Kalina, 21, Ukraine**

I tend to think of motivation a little differently than others do. I often see people not working and just being lazy, but not me. I like to work. I feel good about it and I like the challenge. I also come from a good family, and they think work is important. New students and workers are very driven to make life better. We all want change, and we all want to make a little money and work hard.

What motivates you to work?

The people in my generation tend to expect success in their career to come easily, but they are less loyal to their employers. I remember in class, we went over Maslow's theory of motivation. The top of the pyramid is self-actualization. It is the major goal, and that is what I think of when I think about motivation. Nothing seems to hold my attention very long, and a lot of my friends are the same. We are constantly looking for new challenges. We see the difficult tasks not as barriers but as simple problems waiting for solutions. I am impatient, but I want to be doing good things with my time and with my education.

What do you expect from a career?

Big span of control and simple pieces of work limit me. I think my potential is limited when I have simple tasks; I tend to get de-motivated and bored. Breaking a huge project into smaller goals, receiving feedback and having a greater level of responsibility will have the opposite effect. I think that coaching is an effective tool to keep me motivated. I like to have a good manager.

What does a manager have to do?

A manager needs to listen and understand my needs and problems but leave me to find the right solution. Training and development are really motivating factors, and I feel that if I am being trained I can do something in the future. A manager should provide online, on-the-job and classroom training, but any training will do. Training builds confidence and makes me be a better employee. A manager has to be a good leader, but he also needs to be smart. He should be someone I respect and someone who is knowledgeable.

How do you view money?

For me, salary is important but it is not motivating by itself. I think that involving the employees in the decision-making process and asking them for solutions and suggestions is a crucial factor. Recognition and respect of people's ideas and skills are big motivators. You should feel that you bring value to the company and know that you are a significant part of the corporation. That feeling cannot be covered by a salary.

Do you have anything to add?

I want quick success, a high salary and a challenging and motivating job that will help me to develop and reach the top of Maslow's pyramid.

**Mari, 23, Norway**

Can you tell me a little bit about yourself?

I am getting a bachelor's degree in Spain. I moved here about two years ago from Norway. I wanted to leave the cold weather of Norway and head down south to Italy or Spain. I picked Spain because there were a lot of Norwegians living down here and Barcelona is a great place to be right now. There is a lot going on.

What would your ideal job situation entail?

I want to get the proper training in the job I take after school.

How do you view money?

The position I take won't have a lot to do with the money I make, but the pay does have to meet a certain level. I am looking for a position in finance, venture capital or capital markets. I heard the money there is good. Money does eventually have an effect on the things you can do. As long as you are getting the training in the beginning, it's not so much about the pay. It's more about getting your foot in the door, and I am okay with that.

What are your goals?

The only thing I try to do is to establish contacts. I never know what my big goals are in life. I am never good at the long-term planning. I think I have to get an internship. I want to reach these goals—interning and successfully networking—but I don't want to finish my studies right now. I really don't know what I am doing. I have some nervous moments thinking about graduation. I look forward to coming to class and meeting my friends. I guess something will work out. Some of my fellow classmates are talking about internships and resumes, and I really have no idea what they are talking about. I think I will have to do a resume at some point.

What do you expect from a job?

I expect to work a lot. I think in the beginning, it's a test to see how hard and long you'll work. They use it to determine how hard of a worker you are. It also depends on where you work with the laws in certain governments; it might not be up to me to decide how many hours I can work. If you look at my work ethic in the university, I work all day at home and work, but in classes, I don't tend to be as productive. In fact, I'm not as productive when I am around people. I can do a lot more when I am left alone.

Where do you see yourself in five years?

Well, I cannot really see myself in five years. I have no idea where I will be in three months after graduation, but I will start thinking about it.

What motivates you?

When I think of this motivation, I think of things that don't motivate me. I cannot find too many things that motivate me. My classes are mostly boring. There is so much work to do. I am motivated to be done with university work, but I have no clue what I should be doing once I am done.



What will it take to motivate you?

I like competition, recognition and feeling that I am achieving something.

What de-motivates you?

Being in an environment where my coworkers and I did not get along with our boss or if I didn't get along with my coworkers.

How does feedback influence you?

Honest feedback is important and great. Good feedback on your accomplishments is a biggie. It's also important to give feedback to those people you work with.

### **Christoph, 20, Germany**

Two years ago, I worked for a film production company. I was a volunteer video operator. I didn't receive a salary, but it was a job. I accepted the position to move to another city as long as I wouldn't have any expenses. We agreed on my duties and conditions, and I moved to Vienna for three months.

How do previous work experiences influence you?

As a video operator, I had to carry the equipment up and down several floors of a building. Though tough, the work climate was great. The whole team worked together, supported each other and ensured that nobody was in a bad mood. It was like a big family. There were no titles and no superiors, and those with more income regularly organized parties or dinners to make it feel like more of a group effort in and out of work. Since my duties left me feeling less than challenged I started to take over parts of other departments, checking the sound equipment or supporting the assistant director of photography.

What do you expect from a job?

I did not care at all about the amount of hours I put in, which regularly included 18-hour days. In the end, we finished the shot, and it turned out perfectly. At the premier, the producers acknowledged everyone who was part of the movie's success. My employer took me aside and told me that due to my excellent work, he would compensate me.

How do you view money?

Money is obviously not a main motivator for me.

What motivates you to work?

I have to be interested in my job, and I have to be able to learn something. I need a team attitude and a working climate that helps motivate me every day to get up and go to work. Even if I am overqualified for my specific job, I need to have the freedom to improve it and make it more of a challenge for myself.

Where do you see yourself in five years?

After that experience in Austria, I would like to go back there. I liked the city and it helps to speak the language. But I want to finish up here in Spain and start to work full time. I like the university, but I want to work.

What are your goals?

I don't really have any. I just want to finish with the university and move on to work.

### **Luis, 21, Spain**

What motivates you?

I have motivation to work and study. Some people work and study and have no idea what they are doing or what is next in their life. I study and work and I already know what I am doing. Many things motivate me, and I approach them all the same way—by being happy and healthy.

What is your work motivation?

I am motivated to find something that I like and that challenges me. I want it to be something that not everyone is good at because I want to be the best at whatever it is I do. This is what challenges me. It's what makes me work hard to achieve my goals.

Where did this motivation to be the best come from?

I think it comes from my personal values. Some people see work as something they have to do. My family is very good at providing advice and support. My father and my uncles all make sure that I am working on my English and understand basic business classes. At times, it is a little frustrating, but I am lucky to have people who care.

What do you value?

I value education, and I think everything comes from your parents and your school. I think people who went to private schools have different values than people who went to public schools. I surround myself with friends who help me keep my head on straight.

What do you see as your ideal job situation after graduation?

For me I am so interested in financing and the best job would be in investment banking. For me and how I am it comes from changes...I could not work in consultancy, I need changes. And I want something with high responsibilities; I feel that if it has low responsibilities it is not worth for me. And also something that I can grow and improve. Investment banking is where I can have the best of both worlds. I can be challenged and I feel that I can grow and that is great for me.

Have you established a set of goals for yourself?

Yes. Yeah.

What are they?

My goals are maintaining a certain level of GPA in University, but, more than that I try to get other certificates, but outside university. Right now I am doing the third exam that gets a certificate in investment banking in London, and when I finish that my next goal is to get a CFA certificate. I try to get things done outside the university and work on improving my chances of getting my job in a few months.

Where did you get these goals?

I think it is my way of being. I feel ah how do you say unsafe, uncertain, if I do not have goals, I am not comfortable if I do not have goals I have to know what is next. I have a high uncertain avoidance, very high. I am not this kind of people who just live; I have to know what is next. I get stressed when I don't have a plan so goals are so important.

What you look at a job does travel come into play?

I like to travel, in this matter I am very home person and I like to be very close to my friends and family. I rather not be a traveling businessman.

How about if the job takes you to a different city or country?

Yeah, in fact I will be in London for the final year and I will stay there to do a financial analyst. I know you have to struggle if you want to success, if you want to reach a certain position. I am ready to leave and ready to take on the next challenge.

Can you see yourself starting your own business?

Yeah, First I want to have a background in finance, for example in the future, I would like to have a private equity company, but at 21 years old I know it is a dream! To do this you need some experiences. I don't want to stay the whole life working for others. I have some ideas and I have some experiences, but I know there is so much more to learn. I have a good support network and I think if I listen and work hard I will be ok and motivated.

How does money play a part?

Well, money is important and I look of people and some people do not know what to do with the money. I know what to do with the money! But other things are important, proving yourself at work or at university is important for me. And this is more important than money. For example an exam I know I can fail but when I pass I am very pleased and this is better than money. This is a great satisfaction.

Do you see the differences in the nationalities?

No I think it is easy to see where people are from. Swedish people when they finish school they start to travel and they live in other places. I can feel that. In Spain they are so badly prepared. They live with their parents and they don't need to work for themselves. I also think that globalization is a part of bringing people closer together. I think we are all coming together, I think we are becoming more like Americans with goals. Everyone wants to speak three languages, and work in a multinational company. Finally, it's the same everyone wants to be the same, making money; the only thing that changes is the background.

Do you have to add anything about work motivation or in general that is on your mind...

Well, I think we are not suffering like our parents or grandparents. Sometimes we see our parents or grandparents with companies and real estates. For our generation, a lot of people think we can never beat our parents have the things that they have. For me it is motivation, I want to do better things. I think family is extremely important and it allows us to know who we are. I view it very high. For other people it is a barrier, they think or feel that they cannot do anything better. It is de-motivating; it really motivates me on thriving to succeed?

In 5 years where do you think you will be?

I think I will be in a high position working in a bank! I hope so, I have set myself up with my education and I have been preparing myself to work on this kind of career. I have a little bit of pressure on me to do well in life and I think that the pressure is good and it helps me focus and realize that people do care about me and what I am doing. A lot of people my age do not have that kind of system in their life.

### **Jessica, 26, Sweden**

Can you briefly tell me about yourself?

Sure, I am 26 years old originally from Chile, but I was raised in Sweden my whole life. I decided to come down to Spain for university and this university has an English program and I figure if I am going to do business I might as well learn better English!

Ideal job for you, something you would like in a job?

I would like to have some flexible and some travel and have different things to do while at work. Not too much hours, something that is flexible, working from home, or do a little travel, you know have some lee-way. I don't want to have the same schedule. I cannot see myself hopping on the train or a bus everyday for years doing the same thing, I would get crazy after while, I really do not like a routine. I like things to be a little different every once in awhile. I like the idea of living in Spain and I like the Idea of living in Sweden, I speak three languages English of course Spanish and Swedish, so I am ok in these places. But I like the Spanish life a lot and I really like the warm weather here in the south of Europe...and the beach so ideal job for me would be to live down here.

It seems like you moved a lot from your original country has that motivated you to keep on moving?

Well, for me, I would like to settle down, but what it has done is let me know that if I need to move I can without any problem and I am confident in myself in doing things like this. I just can move, so as for motivation, I don't think it has to help me that much, but what it does do is open my mind a lot and I see that...I get the impression that Spanish people don't really like moving around but for me it is important. Laugh...

What if the job was located in another part of the world, how would you view the job? Would that be interesting?

It would but...I means in Europe it would be ok, but, I have a different life now, my fiancé I cannot go, but he would like to stay. I cannot just leave...But it is still important. It's funny before I was only thinking about me and then I fall in love and I am about to get married and now I have to think of some else! You're not as free to go, we don't know if we should stay here or move to Sweden. It is crazy, where we will be working. It's very difficult...To find out...

If you can tell me what is important to you?

Values are very important to me and so is the family. I am very family oriented and everything with family is extremely important and Ahh it's different to have those values in Sweden. As you might be able to tell I am not Swedish...laugh in Sweden everything is liberal, but I like the combo of having both and I don't know it think I have learned to be responsible, to work hard and get what I want. I have many different ideas in my head, but when I think about it I still like the idea of the values I have from when I was a child and the values my parent have. I am more traditional than most of my friends and not so liberal when it comes to social issues and politics, there are some things that make me feel uncomfortable in this world and I don't think I should be so liberal about things!

Your family is in Sweden? Yes.

Tell me about your work experience?

I am always looking for a too growth in my roles, work to me is number one, but than before I worked at canal plus, but it was crazy. I would work for the cable company and I just felt so useless. If there ever was a case study on how not to manage people it would be in that place. I am not saying it was discriminating towards women, but I just felt like there was something there that did not make women feels comfortable! I don't know, plus no one made any money, the salaries were so low that people were just not happy and they would find ways just not to work and be as unproductive as possible. I laugh at what I would see, people playing games and not working at all and then there would be signals when someone was walking around...like the boss or someone important and they would all just pretend to work. So my next job I know what I want I know what is going to make me work harder...being around those people and being in that big company is not for me. It's too big and just not worth the trouble for me. I feel myself doing silly things and I am about working hard, not trying finding ways to slack off. I guess if they had a better management team then a lot of that would be less often, but we did not have the best managers. I think they were just trying to get dates with the young women!

For me career is important and than before I came here in Spain, I was at an IKEA, it was great, everything I wanted, I had a good career, but I left for Spain. So if I can find a company like IKEA, in Spain than I would be very happy! IKEA was big, but it was well run. I left because... I changed everything; I had a death in the family, my father died. It was a time for a change and starts a new life. It was hard. But for me I need to get some air and try something new and my mother was very supportive and she understood and she comes

down here once in a while and I like that. So even though we are far a way we see each a lot and it's really fun when she comes.

You would contribute that to the death or would you contribute it something else? Is it hard to finger or to point out what exactly you needed for this change?

No, it was a lot of different things, and one things was when I was there I had a car, an apartment, a god job, but it was like not what I want I realized it was not what I wanted. I was not 100% happy and I wanted more out of life. I had I guess what a lot of people here in Spain would like...I mean I was living alone not with family, I had some money and some freedom, but life was not so happy for me there. I think it was just that I wanted to change try something forget about the money and all the material things and just go do something! And to be honest I did, I enrolled in university got my education and looking for work and plus I found someone. Things are good and I want to continue this path. Love Spain, I just don't know about the job.

Have you set goals for yourself?

Right now, I have goals, I have to decide where I am going to live and that is my goal right now. I don't know exactly where I want to be and where I want to live. I still want a good job; I would like to have children and some money. I find that goals are good for me. I spend some time and I think about what I can do. I spend some time thinking about how I can get ahead and how to use my brain a little more each day. I think a lot of people just get stuck in a place, but I have the motivation to move forward and be something more than just the normal and I apply this way of thinking to my work. You know what I mean? I am not one to be happy doing the min. I want to push and work hard and I also want to some money.

Do you hear people talking about goals? For example, one time I was talking to people from the US. He had it very clear he wanted to have his own company, and he knew where he wanted to travel and what he wanted to do. I was really surprised and I thought to myself that this is impossible, you cannot be so sure, but that is one of the cultural things, but I think it has to do with Americans! They like their goals and they like focusing on something and trying to do it. I do admire it, but I don't understand it 100%-- I don't know, I think there are similar people in my age from different countries, when it comes to work and goals, they can be the same...It depends on culture.

What are your expectations in the job...I don't know, it is different here in Spain and different than Sweden. I think it is much harder than in Sweden.

Have you ever thought about starting your own business or becoming an entrepreneur? Yes. I have. My fiancé works with events and coordinates. I have helped him and I was thinking it would be a good idea here in Spain, or in Sweden. Companies in Sweden would love to come to Spain for a weekend and there is a good market for them here. I figure it is plausible and what I am learning in school I can apply to this kind of job or career and that

motivates me to study and read. Also I am a little older than some of the students here so I tend to focus a little bit on the important stuff and not so much on the silly stuff.

How do you respond to feed back? I think it is very important, but if the manager is not good I can care less if it is good or bad. So feedback is good, but it depends who is giving it to you.

Do you have to add anything...? No!

### **Laura, 23 Spain**

Can you tell me about yourself?

Well I am from Barcelona and I have been living here my whole life. I spent some time over living in the north part of Catalunya with my grandmother, but for the most part I am a local girl! I went to an English speaking school here in Barcelona and I decided not to attend a Spanish speaking school for university. I have a small job after school where I get to meet really cool people and practice my English! I am picking up some different words! Let me know about some more! I took a year off before I came to university and that was fun, I lived up north and worked in a small shop, but the village was a little too small and I figured to head back to the city...

What is your motivation?

Well, the thing is life just goes on up there. I mean you really don't need too much money; you make a little bit working at the bakery or near the beach in the summer time and you can be fine. But I am a young person and it gets a little old and I have some friends from when I was a child, but now they are married and I am not getting married right now! So motivation, I think it's best to be in the city and be around other people. Cause no one is going to tell you what to do up there. It is nice living with family and being around everyone. However I need more, I need that drive and I want that push and up there I was there for a year I realized that I need it.

You have worked before?

Yes, I have worked in some small stores in the tourist area of Barcelona; since I can speak English sometimes I figure it would be useful! Well sometimes I can speak English! I am taking little jobs and it is good that they pay me a little money for the job. I am working now and I like! I really don't know what I really want to do after the job...Like I said I have been looking for a real job, but we shall see.

Well, time passes by in small places and I noticed that I was getting angry being up there like I was not doing anything with my life, I need to be doing something with my life. I began to reflect on my course of action and I decided that I had to make a change. I want to work, I want to be successful. Funny, sometimes I forget that most people don't get the opportunity that I get and I feel like I am wasting it by doing little jobs.

What do you do at the shop?

I work downtown Barcelona in shop that sells tourist things, speaking Spanish, Catalan, English and sometimes French I can help sell some things! The people I work with are really cool and help pass the time. There is an international group that works there, but sometimes I am there alone with the manager and he is boring! But on the weekends there are about 4 of us and it funny. English, Dutch, and two people from Spain and we hang out after work.

When I mention motivation what do you think of...?

Well for me motivation has to do with getting things done. I spend a lot of time in school and I am trying to finish my degree. I have a great deal of energy to get this done. I am focused, but at times it is hard! I am motivated to go to work, but once I am there I am looking at the clock and counting down the hours. I am motivated when the head manager comes into the store and talks to us about making a little bit more money and that kind of gets me thinking, but I never really follow up on what he is saying. I know, I know I should, but I don't think I will be at this job very long. I went to college do some else.

Do your co-workers motivate you?

Ah, no not really and the reason is that they tend to be here doing not much. I mean they work here teach a little English and go out at night! I like that too, but I want to do something else when I am little older. But I just don't know what yet. Great people! I realize that these people are fun and they are great to pass the time away, but maybe I don't just want to pass the time away. I have been thinking that I should talk to the manager and try to be more managerial. I really don't think this job has a future but I need to start learning about business if I am going to be in business! Lately I have been more proactive, I think really since I have been in your class I have been thinking about these kind of things. So I have been looking. I think I know what I want! I will leave this job, but not until I have a new job!

How about future jobs?

I have been looking for employment for the past 2 months and I know there are jobs out there and to be honest I have turn down one job already because they (the company) was not able to demonstrate their mission and what they want out of me so I searched for something else, I want to know what the job entails, I don't see myself behind a desk, I want to be given a task that would expand my knowledge and at the end of the day I want to feel that I have helped the company. I figure if I am going to start a new job I might as well pick a good one!

Do you set goals for yourself?

Yes I do, I want to finish this university and land a job when I graduate! I am not too focused on the rest of things, I talked to some of the other students from other countries and they all have these great goals, but I am not like that! I have small goals that kind of keep me focused, but I really need to sit down and think about this. I am a little nervous about the



whole thing after graduation. My parents never went to school so they sent me here I feel like that I need to do something. I am not alone thinking like this, I think it has a lot to do with the Spanish culture. We just became a wealthy country, but that was not always the story. I feel like everything is so expensive and the rents are so high. I get overwhelmed thinking about this and sometimes it slows me down cause I loss hope on getting things done.

What would you like to do?

Well, I think the best for me to do is maybe move out of Barcelona, I don't know I love it here, but things are hard and I really don't like the jobs that they are offering. I am not really good in numbers, and I am getting a management degree, but I am a women and young, so I doubt I will be a manager! I would like to go somewhere that the job is good and they pay well...I think I need a change! I have some family in the states so maybe I will come to your country and try it out! I am confused about this; I am feeling a little stressed even thinking about the whole thing. Maybe I will just stay here! What do you think?

What are your expectations after graduation?

Well, I want to find that job, but I am a little frustrated. I know I will work, where I do not know. I expect to be employed, but no one really tells you where and how to go about that! I don't think too many people know what to tell people like me. I am not focused on one thing like accounting or marketing, feel like maybe I should have done something else with university but it is a little late to start over. I need to look at some options, if you have any suggestions please let me know. I am would love to talk about work and the future when you have a second.

### **Aina Ferre Garriga, Spain, 21**

When I think about my motivation I know I want to do great things. It is these ideas that I have in my head that I want to achieve, like my education, my masters. I am open about the fact I do not have experience so with my internship I discover some things about older people that I relate to my motivation and towards my career and goals. I come from a family business and I can always work with the family, but seeing people who make it own their own drives me. Striking it out on my own and then returning back to the company is a fine goal. Even when I discuss this with you (researcher) I find myself excited to work harder, study harder and be the best I can be. I feel like people are depending on me to return and thus I can not disappoint them and myself and this is where my motivation towards work core is held.

Do you set goals for yourself?

Oh I have lots of goals and I found that it helps a lot, but I also find that it can be a little dangerous. Yes dangerous, I know, I set goals high, like I wanted to study in English in the states and when I did not get into the school I wanted I was very upset, I almost did not want

to go back to school. I was upset and I want to just continue to work at the family company and say the heck with school. It was hard, I know you might be thinking that it is silly but when you are 18 years old and you tell everyone that you want to study in New York and it just does not happen then you have to explain to everyone what happen and it is a little embarrassing. But at the same time I, look at the fact that my family is in a good position and I have some money in my hand and things could be worse. I mean you are from New York so it's like almost being there... (Laughing at the researcher). Well hey; it's nice also being back here in Barcelona and being where my family is. Besides that I want an apartment of my own, I want to live on my own and by my own person. That is one of the reasons I wanted to leave Barcelona and try something else. I know my family is a lot like others here in Spain and they are nothing but loving and so supportive, but I need some space. So I figured I would work and save and buy a small little apartment. I like the TV show sex in the city and ok don't smile please. Well I do and I see how people live in New York and I want to have a life like that here in Barcelona I don't want to live with my family I want to be like free. So I have goals and if you look at that goal I will get it. I work and I save and I go to school. I think it takes so much to have your own apartment and it might sound simple, but it's not.

Work motivation?

Yes, my situation might be a little different cause like most people from Spain I come from a family business, we have a small company that does shirts and designs for companies, like uniforms and things like that and sports outfits. I am always working when I am not at school. We have about 15 workers maybe 20 when it is busy. I get my motivation from first being part of the family and that has a kind of thing about it. I don't know if you know anything about family business but they are tough! Things are always kind of stressful cause we end up yelling sometimes and the employees kind of well...you can imagine. So motivation, well actually there are a few people who out rank me and I am not a manger at the place, but I do notice that they are good at what they do. I have to say since I am working and going to school I can tell what it takes to be good at something. You need to be a good leader and be strong with people, but not mean, just strong. Smile always helps once in awhile but you need to lead. My father is getting a little old and I think he is getting worn out by the business so we have two mangers a man and women who are both very nice and are good. I learn a lot from them. They respect me and I respect them it is very good, but one day I was late and regardless they told me that this is not acceptable and that I have to set an example for the others cause if I am late other people are late. Well it was not just one time! I have to admit! So my motivation comes from the pressure of others at time. I understand what I need to do, so this is kind of different thing then others. I have a lot of responsibility on my hands and I see what it takes to do well in this city. And I am lucky to have a family.

Motivation is the psychological manners that conduct the person to act into a certain way. In marketing is known as the necessity that the person is searching to satisfy. When we talk about motivation I understand it as the necessity that I have in order to reach a goal.

Motivation is what makes you want to do that job or work well because you know that you are going to get a reward out of it. For instance, the other day I was working and I wasn't

doing much in fact I was just doing too little jobs that the managers don't have time to do as ordering the files , closing envelops etc... . But I went and did the things that had to be done because I wanted the money...

However, I asked somebody else that has a more extended working experience than I do, what motivated him to go to work every day. He told me that a very important fact when talking about motivation is the salary that you will get at the end of the month. Moreover he also said that for him not only was this reward important if not that his number one goal was to get his company to go international. He has been trying to do this for a long time ago and he has finally reached his goal. So for him what motivated him to go to work every day it was the thoughts that he had that every day he would advanced a bit more in his project of going international until reaching the final goal.

I found that people will have a different motivation because motivation comes from inside of you. In order to set a motivation you have to have things very clear and be self-confidence. I know that my experiences are different than other and that I see things differently cause I am working and doing things and plus I am from the city, most of the other students are not from the city and I feel like I have a lot of motivation to do things here. I guess when you are a not from here you see life differently, but now that I am focused and I live here I want to be at the top of the order. I think life throws up different things and we can motivate by where we live and the social pressures placed on us! That is why I want my own place!!!

### **Aleksandra Jaroszynska, 21 Russia**

Can you briefly tell me about yourself?

Well, I am Aleksandra from Russia. I am in your class and I am living in Barcelona. I am 21 years old.

Can you tell me about your motivation towards work and school?

At this moment I think to myself WOW! What a huge and diverse environment I am in. I know my friends and the other students often think about this question of employment. I am trying to find the best job for myself while employers, on the other hand, I know that the people who are hiring are trying to figure out whom to hire! I know I am or I should say we are different than the people who are currently working.

What does it take you to get motivated?

My thoughts about what it is going to take to motivate me varies or what it takes to demotivates not to work. I know I am a student and being a university student, my motivation breaks into two dimensions that consequently apply to two different types of job. On one

point of view, the main motivator for me now is the financial factor. However, the money corresponds with two other levels of, my physiological needs and social needs.

Money is a motivator?

The salary level is extremely important for me, but it still cannot be followed for example by complete lack of free time (as the motivating factor is the fact that having money I could go out with my friends for the dinner. On the other hand, I could take the case of an internship. As an intern, I do not pay much attention to the salary I'm getting well actually one of the internships I did not get paid! Nevertheless, in the future I believe, that what will motivate me will be both salary and opportunity of self-development, overcoming new challenges, and satisfying my ambitions. As I'm as well strongly connected to my family, good motivator would be as well holidays or restaurants' discounts. Although I'm very ambitious and I need recognition at work, life outside company will always be of equal importance for me, so I will have to have time and resources to take care of it (go to sport center, have time for friends and family).

Do you want to add to anything?

Well, I would like to talk about my generation, I know I belong to a generation of high-tech oriented people and with that there come a lot of changes inside the world. We are the so-called generation or 'they' create names 'Millennials', which just sounds strange to me! We are really different from our parents and people who are just a little bit older, I think it has to do with the computer and other stuff, but.... We have different perceptions, different needs, we simply have a different life, driven by again different motivators. Nowadays we tend to be more ambitious than our parents.

Would you like to continue with education?

For me the higher education is a must and a high salary job is seen as a logical consequence. The brands today are something which makes us identical to our society- the group of the modern people. Once we see that there is something new, we switch quickly to these trends. For this reason the key issue for the companies today is innovation.

How about values?

I have noticed and I do not have any numbers, but a lot of my friends and their parents are not longer married, they are divorced. The situation is different than this of our parents when the mother is usually at home taking care of the children.

Working hours or flexible time?

This must be an indicator for the managers that flexible work hours will be seen as an important motivator. They need to know that we tend to have a life also outside of the company and to give us the opportunities to make projects which can be done from home.

Do you feel loyalty towards companies within your friends?

The people in my generation tend to expect success in the career easily and are less loyal to the employers. Generation X may have introduced multitasking to the work place, but Generation Y has perfected it. We are constantly looking for new challenges. I notice the difficult tasks not as barriers but just as problems. Big span of control and simple pieces of

work are seen as limit to our potential. Breaking a huge project into small goals to reach, giving feedback and greater level of responsibility will have the opposite effect to me---It is just how I feel!

Mentorship or coaching at your work place?

I think that coaching is an effective tool to deal with 'us', but I know, personally I would really like to have someone who could mentor me. A manager who listens and understands my needs and problems but leave me to find the right solution by my own is the successful one. Training and developing are really motivating factors. I think that involving me in the decision making process and asking them for solutions and suggestion is a crucial factor, but let's be real, who is going to ask a 22 or 24 year old anything! I just think they would be surprised at the answers we can give. Recognition and respect of the people's ideas and skills is one of the biggest motivators. The feeling that I can bring something of value to a company is important and this is something that would drive me. All of us want a quick success, high salaries, but I think that most of all we need high motivators to do our job and to make a good relationship with our managers and supervisors. We have to understand that a good coaching style of management for our generation will bring us good future results not only in our personal life, but also in our workplace.

### **Saline, 24 Norway**

Question please say a little bit about yourself?

I am Saline from Norway and I am 24 years old and I have been here in Spain for about 2 years, while attending university. I am happy to be in university!!! I am almost done soon, so that makes me even happier!

Do you know what your ideal work situation would be?

Well, I want a proper job with a good work schedule from about 8-4:00pm and I want to learn and put everything I learned into practice. I am more traditional than maybe some of my classmates or people my age. I don't think there is any wrong in a normal little job or a business and having a family and having a place to live.

A small business?

Actually, what I really want to do is open up my own restaurant. And I want to spend some time learning and when I have some capital and start my own business. I have often thought about this in my own mind and I really like thinking about my ideal work situation, but I don't know if I really would label it the ideal work situation, but rather just what I want to do once I start working. So after a while I figured starting my own business would be a good idea!!!

What is the driving force to starting your own business?

I think, actually when I was 10 years old, I was really fascinated from the restaurant business and it has changed ever since. What I mean about the change is that I think about different things. Actually, I have my own book where I make some notes of the things I have and the ideas that come into my mind. I don't know if it would be helpful, but it makes me more, well I am driven and focused by this aspect of owning a business. And I want to be the owner and I want to be a good boss. When I told everyone about my dream they always tell me about the amount of work it will take, but it does not scare me. I always liked to cook and like I have set up some goals, you might not think I can do it, but I will. I don't think you need to be these over aggressive people to start your own business, I think you just have to be a little daring and naïve to start your own business. Laughing! I know I can do it and I want to do it and I don't want to fail so I noticed that kind of motivates me.

Where would you like to open the business?

It actually motivates me and makes me want to do it even more if I could do it in my home country. I want to open the restaurant in my home country and I would really like to open it up in my own town, but who knows what happens. I know things change and that well life is life, but dreams are dreams and I feel strong about this. I have been talking to some people and they like the idea. I am not just talking, I am actually taking actions to start this business. I have been scouting out some places and asking some people what they think. I have been going over rents and budgets with some people. What I really need is to talk to someone who has a restaurant, I think I can go and talk to people. I am young so maybe they will not take me as a threat! Laugh! You know all 160 cm of me!

Would you be inclined to open the restaurant in another country?

No, No, I really would like to stay in Norway, but I would not be afraid, but I love Norway. I am not afraid, but I think just having the support of people in your own country makes things easier, you know with all that red tape and all.

Were there any factors about the ideas you have on owning your own business?

I just think it was because I like to do an effort and it will be a huge project and I know I will have to work hard, but hard work does not scare me at all. I love this feeling about challenging myself and overcoming things. The change in life and the challenges in life are nice and I am learning this as I get my education and I notice that by being away from what I know and hold dear to me makes me a stronger person and it opens me up to other things. It makes my mind work differently than the past. I am focused on this and it really motivates me to learn, get my schooling done and start this. I really don't want to work for a big company and I really don't want some silly job in accounting, I can always find some kind of work like that in Norway at an oil firm, but doing this, well for now it makes me happy just thinking about it and that is what I am going to stick too.

What will the menu be? (JOKING)

I don't know! It depends on the people!!! Why don't you do the wine list and we can chat!

Question: Tell me about your thoughts on work motivation?

About work motivation, what motivates me the most is the results I get out of the things I do in life. I mean I am not the smartest person in the world, but I like to see when I apply myself to things that I get results that are positive and that I am not embarrassed to share my work with people. I love seeing results it really drives me. I love seeing the product at the end and seeing that you have done something and that people have appreciated what I have done. Unlike some people who think money is all it. Money is not a motivation factor to me. I would not choose a job because of the money. Everything else matters more to me. The other details that are not really part of the money thing. Money plays an important role, but it is not a driving factor on where I would want to work. I don't worry about things most people worry about like money and stress; I am fairly cool when it comes to that. I know how to budget my own money and I am not too much of a partier so I can live with in my means. So work, I just want to get things done, like the business.

How do you feel about feed back?

Oh yeah it is very important to me. I like to hear that people like what I do. It is really important. And if I get feedback it motivates me to do more. I like people and I like to discuss things with people so when they have feedback it gives me encouragement to continue in that direction. I also think I look at the person who give me feedback and that it matters a little bit who they are...I don't know how that sounds, but I think—well I say no more.

What kind of work did you do?

Well, I worked in an office for a factory and I did some office duties, nothing big, I had a job in a restaurant during the summer season in Norway, and I worked in another restaurant. Some small jobs nothing that will change the world but funny when you work it makes you think about things. Things that you just can learn in school and I think everyone should work in a restaurant and see what and how the world works.

What did you learn while working there?

I like the 8-4:00 hours and this is important to me. From my past jobs, I really noticed that when I work 8- till about 4:00 is a nice working hours. When I work different hours it does not work for me. I also noticed that when I am done with work at 4 there is a lot of free time that I have and this is important to me. My free time is something that I look forward to when I am done with work. I do a lot of stuff and it is important. I also noticed that when you are good leader or manager the staff does not slack off. They work hard when they know there is a good strong, respectful worker. I was in one place and there was a younger manager like 25 years old and he did not have good skills and then there was another place with someone older who was just great and really listen to people and made sure things ran properly. Well, funny when you start working you learn so much about life, I know that I figured that maybe I was a little sheltered, I come from a smaller village and my parents are school teachers and I have been very lucky to have such a nice life, but now I am little bit older and I see the world differently. You see people not so happy; see that people worry about things like money and love and stress. Well, I worry about that too now! Work, well I need to be in a positive setting, where people are not upset or angry at things.

Question: Where do you see yourself in 10 years?

Well in 10 years I see myself with my project up and running and I also see myself with some kids and a family. But I like the idea of my project and that it is up and running. I also would like to see myself with the capital needed to start the business. I really think it will happen. I want it and I am going to make it happen! So this is what motivates me for the next few years...

Students from different countries... Do you see the differences in the nationalities?

You see clear difference in people and they all have some kind of stereotype inside of them. Here in Spain there are a lot of people from all over the world. At times I can tell where they are from; I can tell this by how they behave. But we are getting more and more similar of course. After a while I noticed a lot has to do with money! People with money tend to be very similar!

Question: If you had to define motivation what would it mean to you?

Something that makes you work harder. Something that actually makes you happier. I think it is not that complex, happiness makes you think and be happy with who you are and this in my opinion is the idea of motivation.

### **Lucas, 20 South America**

When I mention work what is the ideal situation?

Well, actually I started working for the past year and half years and things are going pretty good. I landed a job after looking for a little bit of time and now I am working in an advertising agency. But is it my ideal situation, I don't know to be honest with, what I do know is that it pays me and that is important to me right now and plus I am learning something from being around adults inside a company

What drives you in terms of motivation?

What really drives me is the other aspects of the job. Well the work it has been a little bit of the same thing and a little boring at times. I work in the production aspects and it is always repeating the same thing. I sometimes feel like I am making something in a factory and I am on the line pushing a button, like a cartoon or something like that.

Working and tying it all together with school does shed some light on a couple of things, like the fact that I get see how things work. I see how the different departments are working and how managers deal with internal problems. How the relationships between the different departments and the people and then my objectives are how to learn about the different aspects of the company and see how to climb and see how I can do this myself. I am working in a small company. Getting back to the question of ideal situation, I guess it is more of a dream, but I would like to be somewhere that pays well and were I don't look at the clock...I would love to work in a new country one day, I like the idea of living outside my home country and I like the states and I like Europe, so the ideal spot might be in one of those countries, but Chad, things change...I talked to my father a little bit and he was a lot



like me or I should say I am a lot like him! Women change lots in a guys life and I don't think I am any different.

When I talk about motivation. What comes into your mind on the subject especially towards work?

Well motivation is something essentially for a good worker. People who feel that they are doing a well motivated and it is important for the whole group and it is critical for the whole group...Me personally, what motivates me is feeling the money in back pocket at the end of the week. I love getting paid. I know that it is not that simple and I have been listening to people in life tell me that money is not the important, but I often think that these people never had money and tend to use that as a thing to make them feel better. Maybe I have dreams like most people or maybe they are goals...better goals, because dreams sound like something that will never happen, my goals are what drive me. I want to own something, I want a car and I want to stop living in bad apartment in this city and also...dates!!! You know that is important! Work and motivation go together for me, but I would like a job I would like to go to everyday that pays me well!

Where do you get your motivation?

I got a lot of motivation from the older people I work with...they are great people who helped me. I have a good group of superiors!!!! They tell me that I am doing great and they give me a lot of support. They are all the telling me about the good work I do at the office and they let me know nicely that I might want to try this approach at something or do this in a different way... This is great at the first time I was a little unsecured and I was nervous, but this support was phenomenal. I mean I am not Spanish, I am from south America so working in a Spanish firm as a student was a little scary and I was nervous and I think they saw this and instead they helped me! I did not know what I was doing in the beginning and this support was so important for me to progress. This made me work harder and not let them down. I felt like I had to prove something

Mentorship at work?

Yes, I think it is a good idea to have that, actually I think it is a great idea, but what I think that is important is that I had a sense of freedom and responsibility. I felt that this was so important and they trusted me in doing good. I spent a look a time on the telephone and they let me do it alone. They keep on told me that I was doing good, I also think they did not want to be on the phone doing what I was doing, but any praise is good praise!!!

How did the feedback help you?

Well I felt great, and the feedback was a big uplifting feeling. I worked on some projects and they gave me some great advice. It made me feel secure and comfortable. Even the feedback that is not so good is still very good for me...they help me understand how to be a better employee, sometimes I have to figure out a lot of things without asking too many questions. I started with someone else about my age and all the person did was ask questions, after a while I could hear some of the people in the office make jokes about all

the questions and I took some clues on this...So the feedback is so important cause it helps give me some direction and I feel like that if I show an effort some of the older guys in the office don't mind talking to me...so yes feedback is a big help and motivates me.

Would you take a job outside Spain? What is your ideal city to work in?

Yeah. I believe in that leaving Spain might be a good idea for me. The future is out of Spain, I think it is a must to leave Spain. The future is out of Spain. I know that sounds crazy since a lot of people are trying to get into Spain right now, but I think if you are smart and want to work hard and with the education there are more opportunities in south America and there are a lot of open minds elsewhere.

Where do you see yourself in the future?

Well the future is such a good place for me! I want to work soon and if you work outside your home country and you go back you can bring back new ideas that is really important. Well, I don't know, but I would like to go to the United States. I was studying in South Dakota. People laugh at me when I tell them where I was, but I liked it. I learned about the people. I don't know, I was really different! The movies and the people where the same. Sioux Falls, but it was a little bit outside! The people where nice and the school was great. Yeah, I know you are laughing at the South Dakota thing! Have you been there? Ha Thought so!

When we talk about motivation, there are different things that motivate people, one of them is money. How does money motivate?

It really makes things happen, but the first job I get all I care about is to learn and to have a future...The money will come shortly I am sure of it...

How about your friends and classmates do you get motivation from them?

Well, to be honest with you yes, but in a strange way. I don't want to be like them so that motivates me and you might say why? They tend to be lazy, some of them and I tend not to think like them, tend to think about work first and school second, I place a lot of importance on working and in return it has taught me a lot about school and how to be a better student. Take for example your class, you teach from a business man and teach us a lot about how things are..And after working, I can see what you are talking about, but I don't know everything!!! So there are a couple of other students that have to work and make some money and I tend to hang out with them...not that we are competitive, but I guess they know what the value of things are and they are more like me.

Goals?

In a short term, I have the university and the grades and then try to start to look for a position and look to start my own company. I want to be an entrepreneur, but not alone, I would have some else as a partner. How about extra working hours? Not a problem more time, I am hard worker and I don't made putting the long hours.

What do you value? Where does it come from?

Well for me I value the opinions of my parents. I have a good relationship with my father and my mother. Both are different!!!

They are always telling me that they want me to succeed and the thinking I feel is more American. They want me to be an entrepreneur. My father is always telling me to be hungry and that you have to fight for things in life you have to fight for success. You have to be and identify what you believe in and how more how you feel and think. He is a good guy and I respect the fact that they sent me to Spain to get my education and I want to make them proud, but I also want to make it my own way...I value the hard work they do for me and that is way I have a problem with laziness...I like to work at things, but I value efficiency and I don't want to waste my time with silly non sense things that really have no impact on my future...at times I think school is a little non sense and maybe that is way I do not have a better mark.

When you are around student and friends your age from different countries do you see the differences in the nationalities?

Oh for me, I think, pretty much, well the language, that really drives us apart but for this reason. I feel that the relationships are very different. I cannot be as close to the Spanish then let's say my home country. Here in Europe I tend to see people closer with their people from the their home...but for me I have a lot of friends that I never meet before I came to Europe that are from south America...so I guess I do see the different between people, but I don't think it is too big as let's say 50 years ago.

Do you have pressure from others?

Well yes, I have a lot of pressure on myself and at time I get stressed on succeeding. It's a bit of a problem because I feel less efficient. But my family is good and that they put good pressure on me...I see how rich people live and I see how not so rich people live, and I think I will try my hardest to work hard and make something after I and during school...I will be fine...I hope!

Do you have to add anything; is there something when you wake up in the morning that it is driving you?

Well, I think the best place for me to work would be something in international business....Like banking or investment banking; yeah I want a nice job in banking and maybe a nice flat with a nice position in management. Working in a management position, with a nice flat...I am good with that...I mean I have some goals and I have to be a little practical about how I achieve them.. I take a lot of business classes and finance classes and living in Europe I have to take some chances....

**Hendrick, 24 German**

Can you tell me a little about yourself?

Well, I am 24 years old, I am from the middle part of Germany and I have been in Barcelona for the past several years. I came here and then I fell in love with the place, but then I decided that I should do something while I am here so I enrolled in university. I could not fully speak and understand Spanish so that is why I am here, plus it's a nice place and I have a ton of new friends from all over the world. It was a great choice!

Do you have an ideal career?

One industry that has always intrigued me has been the hospitality or customer service industry. I thrive on meeting and learning about new people. There is a sense of relief when customer service is reliable and readily available. I realize that with this type of career I can be employed all over the world and that is something that I like. I speak two languages very well and I am learning Spanish. I know this is something that sounds good, but I think I will make it happen.

How does this motivate you?

One thing that motivates me is the opportunity to really test my personal skills in diversity. I believe I can be quite personable and pretty keen about how people act and behave. I also try to pay attention to people's body language, likes and dislikes and keep that in mind. I'm not the kind of person who can be locked in an office. I have to interact on a daily basis. One thing that I enjoy about the hospitality industry is that more than likely your day will never be the same because you're dealing with different people every day. Going back to diversity and how that motivates me whether it's a good day or not at least your day is never a specific routine. One thing that really motivates me is that I want to be able to look back and know I did something worthwhile.

How about at work?

Well, I was working little jobs here and there, I was in a bar, I was working at the hotel, and I was working on a farm, yes a farm. I was picking tomatoes in Queensland! What I figured out about motivation is a little pressure from people. Funny, but on the farm there was no kidding around, it was hard work and there were guys who never really treated me poorly, but they were there to make sure no one was sleeping. It was like a little fear. At the hotel not the same, I mean in all the jobs the pay was not so good, but at the bar in the states that is when money was a little different. I work at a bar in a German place in New York for a couple of weeks, just to make some money. I kind of knew the owner and being German helped a little bit also! But when I worked the bar tender and the waitress were really my boss and they told me, man the faster you work and the harder you work the more tips you will get and that was true, but it took me a little bit of time to figure out what hard work was. That is tough working in the bar, but if you want to work you can make some money! It was fun and the people were good to work with.

Do you have goals?

Yes, I have goals. I want a lot from my life, I want to be able to work and enjoy life. That is a major goal of mine. So I focus on how to achieve that, I am 24 soon to be 25 so I have some idea of what is out there. I did not first rush into university, I took some time and I did some travel. I actually have been to your part of the world for a while. I worked made some money and I went to Australia too, did the same things there. It was great and showed me a

lot about things. I realize that you need to have some skills were people will pay you some extra money! So one of my goals is to get a good solid education where I can land a job afterwards. I want to make sure than when I look at myself, whenever that may be I don't want to look back and see that I wasted my 20's, 30's and so on. Each decade of my life I want to look back and know that I did the right thing and learned a lot along the way. More than money satisfaction is what's important.

Feedback from your manager?

I think feedback from anyone is a good thing. I like it when my professors give me feedback a lot and the reason is I respect them. I fully understand that I have not a lot experience when it comes to professional career things. But that is why I view other people's opinions. When I get feedback on my work I really take it to heart and I try to improve, I also noticed that when I get the feedback, I follow it up and the people who take the time and give the advice to me, they often like to take and I pick up some more pointers. It is a learning thing, I guess. When I working in NY at the bar, the feedback was short but really important, they told me what I was doing wrong and it made the next week on the job a lot less stressful, so feedback if you want to hear it can help you a lot!

### **Johnie, 23, Sweden**

Opening Statement:

Can you tell me a little bit about yourself?

Hi, I am Johnie and I am from Sweden. I have been in Barcelona for maybe two years now and I play ice hockey for Barcelona. I am in university, which is paid for by Barcelona and I am just loving life!

Question

What motivates you?

Well, for me I have a hard time getting motivated for school, but for work well, for me it's the money, work for me and then for me if it is a really boring job like when I was working in Sweden it was impossible for me to do it. I really look forward to work and I am in the age to start to work and I have two years left in school and I really am motivated to get done.

What do you expect after university?

Well it's so hard I have been in Spain for a while and I cannot decided to stay here or travel the world or if stay here I get a job with barca maybe I can get a job here. Cause I am on scholarship hopefully I can stay here I will stay here. I can create myself a name and then go back to Sweden.

What will keep you here in Barcelona?

Well, it's not, well I don t want to go back to Sweden I come from an island and I will not go back to a small island where I lived there. I would have to go to Stockholm, but I don't fit in there. I played ice hockey there and I did not feel right. The weather here in Barcelona

is great it is winter and I love it. Maybe I try London. There are a lot of choices I have to make once I am done playing, but right now I just don't want to think about them. I will trust me I will but not today!

What would be your ideal situation about work?

Well, I would much rather live in NY or a big city and you have more options, if you hate your job you are able to change it if it does not work out. I don't want to go back to a small city. I am from that small city place and since I have been able to travel and see other places I am not sure I will return there. Life is fine, don't get me wrong, but it is not the life that I want. People don't change, just you change when you leave and it is hard to go back and live that life. About the ideal job, I don't know too much I have not had a ton of working experience in my life, well hockey is kind of work, but I am not too concerned about the ideal place to work, I will start to look for a career soon and I will fall back on my education.

Question:

Would you take a job outside Spain? What is your ideal city to work in?

It would be a positive for me to move outside Spain. I was thinking to go anywhere, but I would not want to go to a dangerous place. I would not mind being in a place that speaks English, I feel it is easier for me than Spanish and I would feel more comfortable, but I am flexible.

Question:

Would like a job that offered you to travel?

Yeah, I would like that as long as I don't have a family yet. Actually I would love to travel. I am not ready to have a family and that would give me a little bit of experience then I would take it. I have a big family, I have six brothers and children and actually I have two more from another marriage. We have a lot of love in the family. So, I know that family is important, but I am young and I want to see more of the world, I would love to do more travel, but who does not like to travel!

Question:

When I mention work motivation what do you think?

Well when you don't get motivated I don't know too many things...if you don't have friend around with you and you don't have friends you lose your drive. I wake up one day in my job and then I just hope I am not going. I could not do it. Then you say you have to go to work, because you just have too. I hated it so I changed it. It should not be the same thing every day it get boring and you not to have these habits. You need to have challenges every day. I look at the people around me, if it is my hockey teammates or friends and I really try to surround myself with these good people and make myself better. I have some family I can count on, but I noticed that with me the people in my circle are the ones that really get me going.

Have you set goals?

No, I have not set my goals. I have not clarified my goals and I have to catch up with some things. I am in the middle of it, with some class work and with some life work, but I really don't set goals. I try to live my life and make some things happen. But I am focused on some things and not so focused on other things.

What is the 'it'?

The middle of it? Yeah it is the you know things...Like I am thinking about it, the future. It is hard to explain, but I think you can understand me...

What is your value, what do you value?

Well, my mom, my family, is not the most educated in the world, my mom did go to college, she is young and she said go do what you want and go travel and go earn some money...I figure my father has his own company and my step mother has a company, in Scandinavia, its uncommon, but the EU gives us money to start some company and especially woman! We in Sweden we have it easy. My father started his business, and he was working in a firm and then he just started his own...I value hard work and being involved with your family and being respectful of others. Well, I have strong beliefs and they share these beliefs and if they work with people and they like to argue and if I have motivation with people it is easier to do things with people. What I don't like and what takes from my motivation, for example high level people who don't deserve their job. If anyone can get these jobs then I don't want the job. It really takes away from my motivation.

When I see students from different countries and it seems that you are around a very international group setting?

Well, I have to say it does not matter who I spend time with Americans, Swedes or others, but everyone comes from different parts, and different parts of society and they all connect. If we forget about the language, well in Sweden, they have a decent amount of money, but if you look at everyone you can tell a little bit who is who...Well in the locker room you can tell when the Spanish are screaming and cursing and yelling. It would never happen in Sweden. Our hockey team is made up of lots of national, you can always tell the Spanish they are yelling and breaking the rules, when we eat as a team sometimes they throw food and they are a little uneducated. I like the guys but sometimes they act like children, it is a little strange to see the other cultures, but for the most part most of us are really alike, besides the fact that we play hockey. I see this also at university, we are all the same more or less, of course there are differences.

### **Flora, 23 Columbia**

Can you tell me a little bit about yourself?

I have moved to the USA when was 11 years old and then to Miami. I was born in Colombia and I have a US passport so we are the same! My accents still has a little bit of a

Miami twist too it, but everyone tells me it sound American and I like that! I love America and I really enjoyed my time I lived in long Island with my mom she had a job so we moved. Family reason to move to the United States was due to the it was pretty bad for us to be in Columbia, lots of FARC in my city and kidnappings so mom had enough with all the danger and she moved us to the States.

It was crazy there; I mean my kindergarten was under attack one day. A couple of the kids I was going to school with just got pulled out of school and went missing, well missing! It was crazy; imagine living in that kind of environment? I felt for my mom so we moved a little bit away, but it was still crazy. So we left and went somewhere else...Like first Long Island and then to Miami! Miami is not really American is it? Cause I was speaking a whole lot of Spanish there, but I also was speaking a lot of Spanish in most of NYC. Funny! America!

What is your ideal job...?

I think I want to go into investment banking, but I think that is just a dream sometimes! I think of the money and I think the banking world might be a place to head into. I figure with English and Spanish and both passports I can be good at that. Who knows, but I will look into it soon! I have some ideas about the work and I think I know what I want and I will start to look, I have worked before so I am not new to the game.

What do you see in Investment banking? What would be the best place to work in?

If I moved back to the US I would like New York, but who does not like NY. However, I would like to stay in Spain. While doing investment banking. I am not too sure about what I want to do. I think I want to work in different fields. I will figure it out!

Motivation?

I want to wake up every morning and I was to feel great about the job. I want to feel good about the field. I would hate to be in a job where I was not motivated to go to work.

What motivates you?

My goals. I want to be successful on myself and I put a lot of pressure on myself. I try to do really well on each field I enter. I don't do things that I do not like! Maybe I don't like to see myself to regret too many things.

My goals...Ah yes, the goals, I have a couple of them like finishing school, but more than just that. I want to get a job for a big company right after school. I see the money that you can make if you are smart and able to work hard. I am not about the money, but I figure I would go for it. I know those jobs are tough, but I am smart and I am ambitious to make things happen. I come from good back grounds, meaning I know how things work, living in NY taught me a lot and living in Spain taught me a lot also, I know things stink out there when you are worried about money and rent and restaurants. I don't want that. I want not to worry about things! Running away from Columbia was hard, but we did that to get a better life and I still carry that passion to this day. Anything is possible if you are smart and hungry. So my goals are to make things happen.



Where do you see yourself in 5 years?

I know I want to do masters. I really don't know. It depends on my internship and what I discover and something that relates to business and maybe I work with the family business. I can always work with the family. What do they do? They have an architectural firm and interior design and my dad has a consulting firm in Columbia. He is in Bogotá, but I actually want to do something for myself and not with the family. I want to do it for me. I work in the financial part of the business, but that is if I really don't like doing what I am doing. I know I will have to take care of the business one day, but before that I would like to work somewhere else. I think it is because I did not start the business, I would like to start something.

Family business?

Yes. I have been asked to go back to Columbia and work there, but I don't think I want to head back to Columbia, we left for a reason and even though it would be a good life and good money, I don't think I would be ok there. Let's see what happens I know things are changing for the best, but it still is not great there and I am not running there just to have a good job. I think the better the job the better your chances of something happening!

Back to your goals, what is going to keep you going?

It depends on the working environment and if you feel good at work and if you are going to be successful. Money keeps me going, but it is not the most important things unless it is a lot of money and I can buy an apartment or something with the amount they are giving me.

How about time off and leisure time. It's not that important to me to have too much time off. The min is ok with me, maybe that is the American in me...two weeks is the norm!

What would be something that would de-motivate you?

If you start working at and you see mismanagement and that you are at risk. I would not like something that goes against my values. I know that is a big no-no for me, I am fairly strong in my positions and I know it's not a perfect world, but I am not going to be doing things that are dishonest or I feel are wrong. If the company is a just poorly run and the managers are not good, than I would fall into not being good myself.

Do you see the differences in the nationalities within this setting of international?

Well it depends on where you go. In the US they are integrated into society. If you take Europe or more exactly France or Spain the people from Latin America they only they don't try to integrate into the society. They don't try to mix with other people. They have their own people in these countries and they don't try to make an effort.

I first moved to the US and I spoke some English, and when I was there was only about 3 people who spoke Spanish. It was called great neck Long Island. I was about 11 when I moved there. But I think the states is a different place, you can be from somewhere else and people just accept you and actually become your friend no matter who you are...I love that about the states, I think in Spain it is not so much open like that. The USA gets a bad

reputation, but it is a great place to make some money and have a good life. Err.. I think I am losing my English! I should move back...

Would you like to add anything?

I am ok

### **Alexander, 21 Russia**

#### Opening statement

I am Alexander and I come from Russia. Been in Spain for a few months and I like it here. Things are really good and warm, well it's not snow!

#### Work motivation...

Since I am a student now and need money the best motivation for me now will be the money. When I grow up I will not only be motivated by money but also job security and growth opportunities. I come from a place near Moscow and I know that money makes life easier, people sometimes lose focus on what they need, but for me, I see lots of people who make lots of money and I want the money! I know the earlier you start working the better you will be

#### Please explain?

Well, maybe Russia is on a good time now and I know that if you don't find work now maybe in three years things not so good for work. What is more, I am motivated to work by the fact that if I don't work now I will not be able to find a job that will meet my demands in the future like high salary, high status, and advancement and promotion opportunities. Work is good because I get to meet new people and the fact that I will meet new people and maybe friends plus that I am going to improve my language skills, team skills and social and professional abilities. I like work because I can learn from others and it was great to learn from older people.

#### Cultural motivation?

I find that my motivation is a strong when I can work in a team easily adapting myself to culture differences and different personalities. I will contribute more with my ability of analyzing critically and finding solutions to problems. Working in different settings really brings out the best in my work skills; I like not letting people down and showing that I am able to work. At times I feel like because I come from one place the people at university or job view me a little differently, like they do not trust me or that they think something. No one ever says anything but I can tell. So this motivates me to work harder and disprove some of these people.

#### Do you set Goals?

Yes I have big goals. I want to make money and buy a car and have a nice house somewhere or an apartment. I don't know if I will return to Russia, but as of now I think after school and if job market is good I will head back there. I also like here in Spain and I think this

might be a nice place to live. I speak little Spanish but I am learning and I am good with these things so I am not worried.

How about your ideal job?

Ah, my ideal job would be living on an island owning a bar and not worrying about too much besides the bar and my tan! Laugh! I grew up in cold and I am not big fan of it anymore! So that is why I have an ideal job and it is in warm places where I can get tan. I like that so much...I was just in Caribbean and I love that place, in Russia there is nothing like that and in Spain, well it is not the same...The Caribbean is a place where I can see myself working...I just have to figure out what!

Does feedback motivate you?

Well, feedback like when someone tells you about the work you have done? Yes. Well, I think it all depends on the person giving the feedback...I am a very strong person, but I get upset when people tell me bad things about what I think is good. You understand? So it can be good, but it depends on what is being said!

### **Harry Sonlinus, 20 Germany**

What motivates you to work?

I think the most important aspect for me is if someone gives me recognition for my work, basically that people see that I put in the effort. If I have someone that encourages and gives me advice I feel more productive and effective and with this recognition and evaluation of my work I usually gain self-confidence which makes me grow. At times, I feel like work is just work, but we can be human to each other and respect each other. We are not machines and a little interaction goes a long way. I am a fairly conservative person and I am not too much into material items and I know that I do not know everything in the world, so for me what motivates me is my co-workers and the rest of the people Even here in university I am driven by others, but if I am alone I sometimes lose focus and don't really have a drive. I need that kind of push from others cause I have problems doing it myself. I am great in teams and like being around that kind of work environment, but alone not so good!

How about money?

Yes, but not really. I am fairly sure I will not be getting paid a lot of money after university! So I need other things that will motivate me, that is just the way it is. I would love to have more of it, but I think when you are a young 20 year you just want a little respect and some nice co-workers so that you are calm and cool!

What do you expect from work?

Ah, I really have not focused on what to do after university. All I know is that university has taught me to be more open-minded and explore different things. For me it is all about growing, feeling that I'm getting better, that I reach new levels all the time, the work to reach the next level motivates me as well. I mean all the work I put in now as I'm studying is all about reaching the next level, to finally get out there in the scary working market. I really don't expect too much, actually I really have no clue what to expect.

Do you have goals?

Yes, I have a goal, to get out in the university motivates me a lot. To have people around me is a great tool, to challenge me and to make me stride inside the group, it is very important. The competition and challenge in that situation is something that makes me better and they stem from sports and teamwork.. I need to start thinking about them and coming with some things. Well, I have goals, but here let me explain it more easily I will give you an example of when I was really motivated: until I was 20 years old I had played handball for almost 13 years, but at the age of 20 I got an injury in my shoulder that forced me to quit. It was really hard for me to deal with that, cause all I knew what hand ball...I was pretty good and I thought I would get a contract playing the sport. When I was 18 I changed teams and I got the opportunity to play for a really good team with a lot of older players. This new situation would show to be really important for my handball career as well as my personal career. I set some goals and I added to my mass and focused on the sport more and more.

The competition for the spots on the team was very hard, but for me this competition was very motivating. It only made me train harder and harder and after a while my coach saw this and gave me the opportunity to play in the first team. When I got this recognition from my coach my self-confidence rose 100%, but for him it was not enough that I was there. After reaching the first team he told me what I had to do to keep this place, so he was coaching me in the right direction all the time. I also felt that the other player believed in me more and more (remember that I was younger than them), so I got recognition from them as well. The challenge and the competition made me work extremely hard every training session (we trained 8 times a week).

Can you explain the feedback?

Well, like I was telling, the coach really lifted my spirits up 100% so I am a huge fan of feedback and what it can do for people who are new at things. I think when you are just starting something or when you are nervous someone needs to talk to you. I know myself when I am new at doing something a little chat with the higher ups really helps me. Someone a little older who knows a little bit more always goes a long way. I am a person that needs that kind of reinforcement once in a while..I mentioned that I was not too concerned with money, as long as I am getting my fair share, but I really thing that have a nice word once in awhile goes a long way. If I can give the older people a little advice I would let them know that I and a lot of my friends need this to help us focus and make sure we are on the right track.

How do you feel about work?

I know I can bring hardworking and focused in everything I do. I'm very adaptable and flexible to new situations given, I often find myself in situations where I lead the group in a calm and motivating way. When I'm in the future hopefully has the position as a manager I think I will have the ability to challenge and empower my co-workers.

Do you have an ideal working situation?

Well, yes and no. I am close to graduating and I am getting a little worried about that, but I am focused on my studies and I will be thinking of the job shortly. I guess if I had it my way I want a job where I can have a mentor. I think having someone in any field that can be able to teach you something is so important to learning. I mean I would like to be back in my home country, but I like it here too, I need to learn better Spanish, but with German and English I am doing pretty well. I am flexible and realize that life will throw me some changes and I just have to go along with it. Ideal...how about a job right now and then I will make it ideal!

## **Jena, 24 Spain**

Can you tell me a little bit about yourself?

My name is Jena and I am from Barcelona and I have been here my whole life. I learned English in the school and I am thought it would be a great thing if I learned a little bit more so I went to an English speaking university to help push me a long a little bit more.

Motivation towards work?

Well, first of all, I don't have work experience in any company what so ever, but I think for many people and especially for me, the basic and the most logical motivator is money, and a huge and bigger salary along with great benefits. My motivation goes in different places. Sometimes I am motivated to do lots of things. I try and plan trips with my friends and I am on the computer and on the phone calling people setting up the best deals and making sure the times are good. And I feel like when I am in a group, I am motivated, but it all depends on what we are doing and what the subject is.

Motivation towards University?

Well, I want to be done with university so I am motivated to finish. I have a few more classes and I am done! It has been a long couple of years! Very hard for me!

What are you seeking after university?

Oh, I think I should be looking for a job. To be honest if there is one thing I need to do is to do better at these kinds of things. I have been listening to my professors, they start to mention the word CV or resume and I am thinking maybe I need to be thinking about this kind of things. It's never too late! Can you help me with my CV? I need to prepare something, but I really don't have too many things to put the CV, I have not really worked too much.

Do you set goals for yourself?

I think it is my way of being, but I do not. I feel oh how do you say, confused when I set goals. I know I should have some kind of goals in life, but I am young and I just don't want to tie myself down to a certain path. I just want to live. I really am just going to finish my studies and I hope everything will work out. I was thinking about putting together a resume and doing a cover letter, but that means I have to look for a job and I really don't want one. The summer is coming up and I just got a new kite board and I was thinking I would reward myself this summer after a hard semester at university.

Feedback?

I don't know about feedback, when I get my exams or papers back from my professors I feel really horrible about their comments and I get very upset. Sometimes the comments are just not true and I get angry about this. But, if someone was going to tell me about the shirt I was wearing or something I bought, then I think I am ok with the feedback. I am ok with the opinions, I guess I need to be better at some things so I do not get such bad comments!

What would be your ideal job for you?

I have been thinking maybe something in marketing, but again I am not too sure about the jobs. I have been thinking a little bit about this kind of things, but I have to really start. If you are free one day maybe we can chat and you can help with this stuff? Sometimes, I think I would be better in a different country and try something totally different, I am in business school, because I thought it would be a good place, but I don't know.

What would be a second choice?

Well, I was kind of thinking about fashion and cloths. I like that and I do get motivated about cloths and the latest fashion. Maybe I will look closer into something like that!

### **Sasa Radonjic, 22 Croatia**

What is your motivation towards work and studies?

Motivation for me is something you find in yourself that makes you go forward with your goals and mission, usually when you are motivated there are outside forces that make a impact on you. You need to be motivated in life otherwise you get lost and I have seen a lot of people who have not motivation. I come from a place that might not be the hot bed of the world and people mostly men I might add seem to be content on not doing anything. I see men in my village sitting and drinking, to be honest that kind of motivates me on doing something with my life. I have goals and I have high goals, maybe dreams.

Do you have Goals?

Yes I have lots of goals in life and some have to be short term and some have to be long term. I am from a village in Croatia and one of my goals was to leave the village and get to some place better. I am not saying that my village in Zadar is a nice place, but it is too small for me! I wanted more and one of the goals to be out of there when I turn 18 years old and I did. I have always set goals and I will continue to set goals. I have worked a little bit to save money to pay for some of the schooling and that was another goals. They keep me focused and I try to say to my friends that you need some goals to get ahead.

What did motivate you?

When I was working in the tourist industry I noticed a lot about the work place there are many forces that affects you and your work rate. Mostly the boss or manager I noticed that he was no good, but I had a good one and things were fun. It is very important to have that positive way about you. This would not only make me work less, but I would be upset with my manager.

Where does motivation for you come from?

Motivation has to come from yourself because doesn't matter how much a manager pushes you and tries to keep you motivated if there is no passion at all for the job. I know that sounds nice, but I believe that, my father is a good example, he has always done things his way and people in town like him and he is very respected because he does not take money from no government. He has a nice little business and works hard for me to go here and I love him for that and I work hard to prove that I am good. I get motivation from that, it drives me to be better and take chance and know that it's a lot of money...(laugh) Euros!

Other factors in your motivation

What motivates me besides myself, I think is first the working environment, by that I mean first of all the colleagues for whom I am around. I believe that a very big issue or maybe the biggest thing is the people in the group or company. Finding a good morale in a group can result to be a stronger force in the company then an individual. Knowing you have good working relationship with your co workers can result to working more efficient and bring joy to my work and makes me want to be better. Going to work with people who are cool and fun to hang out passes the time, I worked in a hotel and I would have to speak English and a little Spanish and Italian, that is why my English is so good! Laugh! But the people who I worked with were fun, but when the manager came by I could just tell he was not having fun with life. Now I know what you might be thinking work is not all fun, but a smile would not kill him! Not only is group morale a motivator for me, but also the idea that my hard work gets rewarded. My motivation to actually do something.

How about money as a motivator?

In Croatia no one gets paid a lot of money, so money is not really a motivating factor for me! However, now I know that money is really nice to have and since I already worked for so little I am all about making some money now a days. And in Spain things are expenses! My rent is like 3 times what it at home. I know I come from is also key factor in my motivation, I want what I feel is fair, I want to work, show to my co-workers that I can do a good job and a few coins in my pocket would be nice. I think when I talk to people from other countries and we discuss this subject, I say heck I would work for a few years and make a lot of money and then return to home and buy a house, things are so less money there that with Euros it is great. So money, well it's a funny subject about motivation!

What about group morale you mentioned?

Ahh the group, well here is what I do with the group I bring a lot of positive feeling to the company and to the group, when we have a group kind of project in school or back at the hotel I stay upbeat and focused. I want to be in a good light and not be a downer at times. A

working environment should have a good manager with good work ethic and try to create a close relationship with my colleagues. After establishing that kind of group tightness I noticed things are better. But when I am in a group that does not work really good I am not too motivated to do anything. Funny when I feel like these people are my friends I am all about working to do things, but when they are not I am not too happy to go along with things. I am all about working together and you can do a lot of things with few things, look I am from small poor country and I found a way to get out of there and come here. Life is better there, but motivation to do better comes from the inside and from your values as a person I think. Yes of course inside you see there are many things that get me motivated and most of them are from back home.



## **Appendix C: Ground Rules for the Focus Group**

You are all here today to discuss your thoughts and ideas regarding your work motivation. I will guide this discussion with a few broad questions.

However, this is your forum; I want you all to do most of the talking, and I want you to feel comfortable in this process. Therefore, before we begin, I'll provide a few ground rules to help this discussion move smoothly and allow you all to be heard.

1. Please talk one at a time and loudly enough to be recorded.
2. Please avoid side conversations with your neighbors.
3. I need to hear from everyone in the course of the discussion. Your opinions, thoughts, feedback matter a great deal.
4. Feel free to respond directly to someone who has made a point. You don't have to address your comments to me to get them on the table.

## Appendix D: Focus Groups

### **Name of Focus group: Max's group**

Location: Sarrià, Barcelona, Spain

Participants:

Max, 24, Germany

Jonas, 23, Norway

Henri, 24, France

Peir, 21, Norway

Carlos, 24, South America

Ulf, 22, Germany

Maria, 21, Spain

Pilar, 21, Spain

### **Excerpts from the focus group**

Opening Statement:

Thank you for taking the time out of your day. I have told you a little bit about what I am doing and from some of the research seminars around the university you might have an idea, however if not what I would like to find out is all about you, I have some questions about your motivation and the future in the workforce.

What would be the ideal job situation for you to have after graduation?

Max: Well, my situation it is a different situation than others it I have a family company that is 150 years old and it is 5<sup>th</sup> generation and I will most likely be working there and I don't mind.. It's pretty ideal and I am lucky. It includes retail distribution and a lot of travelling around the world. If I decide to go to work. It is a duty free type of company. Tax free it is good and it is growing and I like the challenge and I like the responsibility. I started about 4 years ago and on a project. I would like to go to back to my home country and I was born there and it is motivate to back there. Hamburg and I would like go to Norway or Sweden and maybe the United States, but again, let's see how the company does and where it takes me. I would like to say that ideally I would start working early and have a schedule. I would like to have normal hours and finish what I started 5 or 6 or 10 I don't care as long as I am finished the work.

Henri: Ahh...My ideal situation I guess is not to of the wall, actually (laugh) I have not really had too much thought about it...I guess I have been thinking about university and not too much on the matter but I would like to comment that I want a job in a nice climate! I do not like the cold at all and it would be better in the southern part of Europe! And I don't really like London. I don't come from a family company, but maybe max can give me a job or something...

Max: Sure send me your CV and I will put a good word in...How is your German?

Henri: How is your French? Laugh!

Jonas: I think just having a job with a decent pay check and somewhere I can be involved in the community and feel like I belong! Ideal, well I think those things would help out a lot, I have not given it a lot of thought, but just being back home and making a living would be really nice.

Peir, well I would like to move back to Norway and start to work somewhere a little closer to my family. There are a lot of good jobs in different parts of my home country. I think with the oil companies and some of the connections I have the ideal place for me would be back in my own little village. It is ideal because it would be nice pay and my own culture...Living in the south of Europe has been great for me, but it might be time for me to return home!!! I don't know if I will move to Oslo or go to a different city, but I know what ever happens with some of my connections it will work out.

Carlos: Well, like Peir, I would not mind returning to my home country, but the ideal place is somewhere I can grow and become something and make some money and get a nice place to live and not have to worry about things like food and rent...I would like to be Ahh, working maybe ASAP! I have not thought about it much as the ideal job, but I want a job and I really don't care where it is as long as I can earn some money. I speak Spanish and English so I feel like with some education most places will be fine to live. I moved around as a child a lot with my father's work so re-locating does not bother me. I end up finding cool things in different parts of the world. I am up for something! I this ok?

Ulf: For me, I know that I want to go back to Hamburg! I think anything back in my home city would be fine! I am half kidding, but I am really thinking that maybe I belong there, I love Barcelona and the city, but I sometimes do not feel at home. So the ideal place would be somewhere I would feel at home and when I am home I feel at home! That sounds silly! As for the type of job, I would like to be in IT and work in the back office and behind the scene. I really don't like people so anywhere I do not have to deal with people would be ideal. I am not big on interaction...I get pissed off easily! Also, Max, I speak German so maybe I will be working for you one day as your IT guy!

Max: saying something in German...both laughing

Maria: I have no idea...I don't know...ah I guess I would like to go to New York! I have been there and I live it there and plus you always see on TV and the people there are cool and it seems like from the people I speak too if you are smart and you work hard you can make it work in NY. I am always dreaming about NY.

Pilar: I don't want to move out of Barcelona, I guess if my boyfriend moved I would go, but I like my city here. It is ideal for me. I am not really sure about the future with work I have not really had too much time to think about what would be the best for me...I need to start!

What is going to make you motivate for work?

Max: To be able to achieve something and create something that is a good motivator and the freedom to do things that is a great motivator. I need my manager or chef to be cool and not be on my back about things. I work differently than others. I like to be alone and when the time is needed for me to be in the team I am there, but I have no desire to be the leader or take the lead. I do need someone at times to make sure I am doing my work and I need that little extra pressure of someone telling me that I need to get things done. I noticed while I was working that if you leave me alone I tend to not work! Not that I am lazy, I just need a little extra pressure otherwise my mind tends to drift away from things...Its kind of funny, but I hope my future boss never hears this!!!

Henri: Motivation at work, I guess I need to feel like I am doing something and that there is a future for me. Either I have to create the future or that is a little complex, let me try to explain in English! I want to be somewhere in this world where I know I will be and in doing so I know that the job I have will provide for me...I know I want to be in a warm place and I want to be most likely in Europe, but my motivation comes from lots of things. I would also like to work with people that are nice and funny; I do not want to be in a place where they are not so good and fun. I know it's hard to pick your co-workers, but I can tell from my past experiences that this makes a difference in my output.

Jonas: well, what can I say, I don't want to be the boss or the team leader. I am not lazy, but I just don't want it. I like my job and I like my fellow workers. I want to fit in and enjoy my time at work. If I work hard I get my overtime and if I want to make a little extra money I can work somewhere else for a few hours. It's not like the managers are making twice as much as the guys. I don't want the stress, but listen a couple of times someone is sick and I am called upon to fill the role of a manager and it really does not suit me. They keep on asking me to be a manager and I keep on telling why I would not want to do that!

Peir: Like max I would like to create something I would like to move back as I mentioned but once I am back I want to feel challenged and feel like I am noticed and able to contribute to the company. I also might be motivated if I was in charge, but with my own company. This would allow me to be more....when I wake up I would jump up, if you know what I mean. I would be motivated by the pressure...

Carlos: yeah, I want to have my own company also, this would motivate me. I think working as my jefe would be a good thing, I sometimes have problems with people, but mostly I think just being able to make my own money would be something that would keep me focused and motivated.

Peir: I have not thought about it much, but I see myself doing something like that and I know it would be a challenge and it would be something I might need!

Carlos: as for the rest of my motivation it depends on who my boss is...If the guy is a jerk I will be turned off from him, I do not need someone down my back. I like when people are chill and calm, because I tend to take things personal and this is my own fault, but to motivate me I just need a little talk and some direction and I know I get motivated. When I

played sports I never liked it when the coach yelled at me, but when they talked soft and calm, I did better and I like that cause it takes the pressure of me so I can focus on the job.

Henri: Yes, I agree with carols about the sport thing and I hated it when someone was yelling at me and I would always get angry and upset at the coach and I guess in this case it would be by my boss, so I hope I can better control my anger! I don't want to lose my job!

Carlos: Also my family motivates me they make me work hard cause I know they made a lot of sacrifice for me to be here talking to you and being in the university, you know what I mean...

Ulf: I really don't need someone to motivate me, I like projects and the projects kind of motivate me. I like it when things are done and I like to start something new...With that said, I also don't like it when things take too long. But I know myself I like to put my head into something and work hard and fast, sometimes I work too fast on something, like weekends and nights, just to get it done and if there are others who are also working on the same project then they tend to get a little upset with me and well...ha-ha too bad I tell them and that also motivates me to work even harder when I know I am making people upset..But in a good way!

Max: I think it might be a German thing...cause as Ulf was speaking I am understanding what he is saying and smiling!!

Ulf: Well maybe it is a northern German thing!

Maria: What motivates me....I pause, my family motivates me and making them happy. I know good grades motivate me and I am a little scared about thinking of work...I am listening to all the people speaking and I am thinking to myself that maybe I should be thinking of the job and work...Oh....pause, I am motivated I think now about the idea of not being motivated, does that make sense? I hope so, what I am saying is that I have not thought about this much, but I am going to start...Pilar do you have anything...laugh

Pilar: Well, I have been thinking about it, but like Maria I am not too focused on the subject other than just getting done with university and learning better English! I am always worried and motivated about this university and learning more English! That motivates me when I make a mistake in English and then people laugh at me, but it makes me want to learn even more...I know that this is a good thing to know and I want to know it better, but about work and all that...I have no idea today..About work, but I am motivated to find out more...

How about money?

Max: I would say I would like to say money has to have to be compared to lifestyle and one important fact is to keep that life and to have a certain attachment and keep that life. Play the role say money is not the biggest thing, but I would be lying if I told you I am not looking forward to some money in pocket. I come from a nice family and I just want to maintain my lifestyle!

Henri: I like money and yes it is important and no I do not want to tell you that it is not. I know myself and I know that I will take a job that offers a lot more money than if one offers less...If one offers 1,000 Euros a month compared to 2,500 Euros a month I am going to take the 2,500 without a thought...people always ask this question but it really comes down to hard core facts and decisions. But I would leave a job if one came along and paid me more...well they would have to pay me like 20% more I guess!!! But heck yeah money is important...

Jonas: Yeah sure..I am a fan, but listen money is overrated...Live a normal life, put some money away and don't stress about things...more money more problems

Carlos: I agree with Henri, but I would add that I need money! I like money! And well...just wanted to make it clear that it is important...here in Spain they just don't pay people...its sad! That is why people are upset sometimes...

Ulf: Money, well I know what IT people make so I will expect to be paid that amount and if I want to work a little bit more I can subcontract myself out and make some extra cash, but that is if I need it...I am ok living within my means...not like you Americans! (Smiling at the researcher)...Well if someone wants to pay me more I am not turning it down...

Maria: Yes I like money! I have no idea what they will pay me, but I like it! I am from Spain and I know they do not pay much, but what can you do? I guess I will be ok, I don't really think about it too much, but I know I need it! I have a small job now so I know that money is hard to come by, but I also know that after university life will get a little harder for me...I have an older sister and she was trying to explain this too me, but I think I did not listen and now I am understanding what she was talking about when it comes to money and life after university!

Pilar: I know money and I know I do not have it and I know I want it. Is that ok? I live at home now and don't have too many bills besides my phone, but I like to buy more cloths and travel and this you need some money and I know working leads to more of this!!!! Laughing

Max: My goals are linked to my family business and they are linked together. Textiles and the business. One day take the company, the thing is the goal is one day pick the company at the right time and move into the company, I would be settle and I would be shapeable and stuck into the company I would like to go out of the company and test my personality and they go back and see what I can contribute and give back the skills what I learns and show people that is not just the son but actually help the company grow and become more successful. Something creative something that I can show the people that I know something!

Henri: Well...I have not really planned too much so far, I know a couple of things and goals are nice an all and maybe I have them but I do not know. I am a driven person, but I am also free...I am able to adapt and handle what gets thrown at me and change directions fast and

be nimble...I know I want things out of myself and I want to have a good income, but I don't really call that my goals, I call it my life and where I want it to be, some people have clear goals like they want to be a medical doctor or a banker and that is great to hear some of my classmates and friend's talk like that, but I am not them and I have not found something that is that clear to me...I would like to have things clear, but also I would not like to have them so clear..Because if it does not happy then I guess they are setting themselves up for a big let down and maybe that is not so good!

Peir: I understand Henri, but having goals is a good thing for me...I need them they help me focus and stay focus...I like knowing that I am planning to go back to Norway and work there. I know that this takes some of the pressure off me in the next couple of months and I can plan ahead and make things happen. I also have some goals in life and where I want to be in the next few years. I know that these are just ideas, but they drive me and make me work harder. So maybe Henri is right on some things, but each of us has some different things going on and I figure that is just good...plus Henri is French and they do things differently....laughing and smiling!

Carlos: Oh...yes for sure I have goals...I want to be a successful and I want to be on top of the world. I am half kidding, but really I want a lot for myself. I was thinking the other day after one of the lectures you gave and it made me think about the future and where I can take me...you made m think about a look and started to think about politics and the state of my home country, I want it to be better and I think that maybe I should be looking into how to do that..I would like the chance to make a difference and I know that....I think about politics and being elected..I have also set sorter goals when it comes to university and grades and all that, but that is not really so big, I like big! I set goals on finding a job and that is a nice goal, because goals that can earn you money are important...thinking about that kind of things is good

Ulf: Ahh...goals...I want to finish university...that is my goal right now and I don't know if I am doing such a good job with that! Laughing! I have some travel goals and some physical goals and yes, I tend to think a little like Henri where I do not set too many goals, but more set some guidelines on my career and where I want to be later on...

Maria: Ahh...yes and no..I have not really thought too much about this...but I know I want to graduate and I want to have a family...

Pilar: me too...I would also like a career before the family, but I am sure it will be fine..

How about starting your own business one day?

Max: It is something that you have to do. I don't know but I think it is something that you should try to do and fail or succeed. You can learn from it and you can grow. Why...not, as long as you have the time and the ability do it then you should do it. I would like to try to start something, but to be honest I would rather work in the family company first before I tried to start something up right now. I have a nice job waiting for me and I can use some time to learn and build on what I already know from school, but does not mean I will not try

something, when maybe I am a little older I will be bored or get fired from something and figure it all out on my own, but I can tell you I do not have any good ideas to make any money! And I do not want to be in the bar business or anything like that...so something will have to work for me!

Henri: I agree it is something that I have to do also, but I don't know what that is and I am thinking right now while in school about what I can do...I thought about some important company, but well...I have the ambition to do something so I will be ok. I will land on my feet, but I can tell you that I have been thinking about it...you see how the goal thing turns out...

Peir: I think I will stick to working for someone for now...I am not too adventuresome when it comes to working for myself...I like the idea of just going to work and doing my job...

Jonas: Well me too! I think a little experience and who knows what life will put in my way or others....But if I come up with something good I will act, but working at a place is fine with me...As long as I get paid and I can enjoy life a little bit I will be fine. Rent !

Carlos: I will and I have started a company before, I was in high school and I was selling cd's to my class mates, well it was not really a company, but I did make some money doing it and I will do it again soon, but not the bad thing, another company in the future and I look forward to being my own little boss! I am not a big fan of working for someone else...

Ulf: Nay..I like just showing up...Peir and I guess share the same thinking when it comes to that, but if I come up with an idea I will jump on it...I just have not had any ideas...But I am not afraid just a little bit practical right now.

Maria: I would like to start something and work from home, but I know that is hard to do. Maybe I will sell something's on EBay...laughing, I read that in your country people have their own little business selling things on eBay...I would be interested in trying that..I think it would be a good idea! But I need something's too sell...you have any ideas professor?  
Laughing

Pilar: oh eBay! That sounds good, but I think I would be scared of not having any money and messing things up..I don't think I would be good at my own business..  
Becoming one person

Max: It reminds me that of comedian who said that one day the Iceland people and the Cuba people will one day become one people called ice cube. It is funny but it has a point. The Greeks and the French will be called freaks. There is a lot of combining in society. I think it is very interesting and our generation is a lot different than our parents but we still have a lot of old fashion values.

What would you think a good manager would take a manager?



Max: For me it would be hard work I would have to have some responsibility and a long leash. I won't want to be stuck in a box. I think I know whether or not I am doing good work. The thing is that I need to be having the feeling that I am running my own little business.

Max, 24 for me it would be hard work I would have to have some idea that my work is important and that people can count on me. I also need a long leash, I understand the longer the leash the more rope I have to hang myself, but I am ok with that. I don't want to be stuck in a box and have the rules laid out for me. Once I feel like I am in a box I lose my motivation to work, I like to feel like I have the ability to be creative. I think I know whether or not I am doing good work. The thing is that I need the feeling that I am running my own little business and maybe that is just what I will do!

Carlos: I think it would be like I explained before the person would have to be a nice person and not be a yeller...I also think that I could or better yet want to work for a women! Yes, I think I would be better under a women..(laughter from the group)

Ahh...opps

How about feedback at the job?

Max: I want to know if the job I am doing is good. I just want to do my own stuff and find out the results. I find it to be very dangerous for me to get feedback! If it is bad I am going to be very upset and if it is good I am not going to work so hard cause I know I am doing a good job! I guess I like the surprise factor, but I don't do bad work, I know how to work hard and I know what it take to be a good worker..I say this cause I have been working for a while in the family company and I know that work is not hard if you do it right and take the time to use your head and not cause problems...

Henri: I never really got a lot of feedback, but I think I would have no problem with it..I hear what Max is saying, but I have no were the experience that he has...but that is great..

Jonas: sure, I think it is important to have some feedback, it will help the overall team and I can always use some advice on things...

Carlos: in my culture you have to be careful with the feedback, but as I see it from my professors they are just trying to help and not trying to make you look bad..So I would actually be open to feedback and I think it goes a long way on showing the manager that you are serious about the work you are doing...

Ulf: Ja..Ok feedback, but I don't think I would listen to it...

Maria: feedback...like if some tells you if you are doing a good job or not?

Ulf: yes, fine with me!

Maria: ok, yes I would like that...But I hope it is nice

Pilar: I don't want that...just fire me! I hate reviews, it's like when I get a paper back with comments! They always make me feel like bad.

Thanks you for all your great comments on the subject

**Name of Focus Group: Dominic's Group**

Location Sarrià, Barcelona, Spain

Participants:

Dominic, 24, Germany

Diego, 22, Portugal

Nikki, 19, France

Jean, 22, France

Mike, 21, USA

Caroline, 21, Sweden

Alberto, 21, Mexico

Excerpts from the focus group

The first question is to ask you what would be the ideal job situation for you to have after graduation?

Dominic: I think what would be ideal about work is to travel. I would like to travel a bit but it depends on what kind of travel. If I am going from Tokyo to Seattle and then around the world I don't think I would like that. It would be hard and I rather just live in a place then travel. Travel would be ideal...see some places and work at the same time, that would be cool. I also think being based in a nice city would be ideal for me...I am from Germany and it is gray and sometimes cold and I really don't like that...hence Barcelona! I deal though is not too work to death, when I was working and I was at my job and it was 8:00pm and I was at the office and the rest of the people left I was a bit annoyed. And then I have to go home and do more stuff at home it gets to you. I am willing to work and put the time in and move forward as long as I see the future and the possible to move forward. It needs to have a limit and a job that does that is ideal for me!

Caroline: Travel for me is not really ideal for me, but once in a while I think it would be ok. I think the ideal thing for me is to be back in Sweden, where I can be close to the family and friends. I don't like being away for so long, I live in Barcelona and things are great and maybe I will change, but right now I think the ideal thing would be in Norway. I would like the company to be small and the people in the company to be smart and funny! That makes work so much better.

Diego: Ideal job. I Ahh, money would make it ideal, I think a lot of money would do just fine, but other than money I can handle most things, I think in order to earn money I am going to have to live in London, New York or Hong Kong and I am cool with that. I would

like to stay here in the south of Europe, but I will go with the job. Really what would be ideal...To be honest I have not thought about it too much, but I will tell you that if the job is not ideal I would just leave and look for another job...

Nikki: I agree with what Diego just said, I would leave also if the job was not good to be in. I am from the Paris and I used to work a little bit before I came to school in a fashion store and before that I was working in an office and the office job was not ideal. And I just left, the people there were not nice they made the work very boring and I was not happy going to work. I had to change jobs and when I found one in the fashion store I loved it, but then I realized also that my career would be better if I go to university so that is way I am here in Spain. And I need to learn English! Better...oh it would be ideal if the company spoke French!!!!

Jean: Ideal would be in French! Laughing and speaking something in French. I would like to be back in France working, but I realize that France is not the best place to be for a young person. It is a shame

Nikki: I know I talk to friends who are there and it is bad.

Jean: you still have friends there? Figured they would be here or in London. Anyway I expect myself to be living outside France for a long time, not be choice but by ah...well that is just the way it is...I would like to be in someplace warm and I would really like to be in the USA, but only in New York or in Cali...Like Nikki I would also leave a position if I did not feel like it was for me. I would not waste my time being unhappy.

Mike: Being from the states I think living overseas would be cool. I would love a job where I could travel or even live overseas for some time. I am here in Spain for like 3 months now and I love it. I wish I had a job where I could make some Euros. I think coming out of school, I would want a job that paid me enough, but provided me with the interaction of different cultures. I would like to work in a big company and were like it would be fun to work in. Ideal, I have worked before so I kind of know about what to expect a little bit in the workforce, I am not saying I am fully prepared, but I have been working little jobs for the past 4 years and I know what ideal jobs are and what not so ideal jobs. Working in the food industry is cool and the people there are fun as hell, but you cannot make that your career, there is not using your brain after a while and the people there live a different lifestyle, well I am not saying that their lifestyle is bad, but it just not...like they have no goals and not future besides making their paycheck and spending their paycheck, which is a good way to live life but not my way. And I worked at a law firm and I noticed the difference, not that I want to be lawyer, but I can tell you the level of people was high and the talk was always good, we would talk about sports and real estate and all ways to better yourself...I left that place to go to school and they really motivated me.

Alberto: I understand were Mike is coming from, I worked also with my families firm and I know what he is saying. We own a factory and when I was a little younger my father placed me on the floor and I was working with the floor guys and it was fun...I made a lot of good friends and I understand the importance of having good working amigos. I also understand

why my father placed me there...to show me that these guys are great and they work hard. Then last year I went up to management I had a year of college finished and my father told me that my education is so important and that I need to realize that. It made me think of how lucky I was, I mean for three months I was on the factory floor and I had a boss and I had to show up really early, before my father and one day I was late and I was sent home! They sent me home! Anyway, I understand ideal, it is not so much location, but what is inside the job that really makes things ideal. Also, being paid a lot is good!

Nikki: That is cool...I had no idea you worked in a factory...

Alberto: si, it was cool and I still work there when school is not going on...

Dominic: I worked in a factory too and I also realize that it is tough and not ideal! Long hours...however if you go into overtime the pay is not too bad!

What is going to make you motivate and keep you working?

Dominic: well, at the factory I was doing the same things most of the time, they would move me from one part to the next and that was ok, but the job was more or less the same thing, just a different machine. I need to get out, I need to be moving and not in one physical location. I hated being in the building the whole day and I wanted to escape. I know the pay was good, when I worked over 38 hours and I cannot really complain, but I do not have a family. I have no kids and a wife and I don't feel like I need to be trapped in that place. I would make friends with some of the guys, some were from turkey and some were local guys and the local guys just looked defeated by life. I could tell just by their faces sometimes that I had to get out of the factory and don't get lured in by the money. So motivation, something that is not the factory!!!

Mike: I agree with Dom, you need to get out of the building sometimes and just move around and be on your own. Maybe we should not work for a company, but work at home. Or start a business...I think what would get me motivated to work is the type of job I am doing, that it has a little of interaction and not at the computer doing excel spread sheets all day.

Caroline: I think just having a job and knowing that I have to show up or I get fired would be all the motivation I need and that is just fine with me. Does what they say and do it on time and I think everything will be fine

Diego: Motivate me to keep on working. I don't think I need motivation to keep on working. I am motivated by the fact that I want the pay check. I have a feeling that I will not end up in a crappie job, I will find something where the potential of the job is on the upscale and where I can make some money in the long run. I want a lot out of life and I think my job will help me get that. I will not be a millionaire in the next 5 years, but you never know what happens in the next ten! I have my own motivation for now, but if it comes from a manger that I respect I think...I know I will be motivated to listen to him and take his advice and try to do the best I can do.

Nikki: Motivation on work...I really don't like work that much; I never understood how people can like work. I am not saying that I hate work, but come on. I need a manger to be involved, I know I tend to slack off when I am given too much freedom, people love freedom, but I feel that too much of it gets me doing nothing. I need a little bit of a push once in a while. I like money, but I can tell you that I am not going to be making tons of money in the next few years and I am ok with that as long as I am able to see the future and I guess my motivation comes from that hope. The question of what type of a career I want is probably the most important one that needs to be asked. Why is it so essential? Why do I spend so much time, money and resources on figuring out the type of career I want? There is no one simple answer to this question. There are many and various explanations, though'

Jean: Hope is a good word! I often think that if there is no hope than all is lost, because why would you or me be doing anything if it was for a lost cause. I need that hope to motivate me, I need that possibility of making money and knowing that if I do good I will be rewarded in the future for it, but when I think about my very motivation towards work I always think that it is an essential part of my life. If you take the time and make a simple calculation, I realize that work will occupy more than 60 % of my adult life give or take a little bit! I have spent the bigger part of my childhood and teenager years studying and preparing for the future in order to prepare myself for my career and this motivates me to succeed and be happy in what I do

Mike: This means that when you start working in a given company, you have to do your best to remain there as long as possible, no matter what happens (in many cases, until retirement). Not now! Nowadays, I feel like the 'new generation' or maybe it's basically me; I can speak about boundaries in the sense of freedom and that is what I tend to think when it comes to jobs. That is because I am free to move from country to country in search of opportunities and what is best for us. It is a common practice to study in a foreign country, work in another, then change jobs and go to a different country, and so on. This generation is the result of the globalization and the opening of borders but also to the increased variety of jobs and job opportunities as a whole. I am part of a new generation that has the tranquility that if something goes wrong in your work place, for example say you don't get along with your colleagues, or you do not like the conditions in your contract, or you have doubts that this job gives you the satisfaction you need, you can easily quit and find another one. The word that best explains this phenomenon is mobility. My friends are constantly on the move, in search of new experiences. That is because work has turned out to be something more than just earning money to pay the bills. I am aware that I am going to be working for the rest of my life, I want to spend this time in the best way possible, that is by finding something interesting and meaningful and that will be my motivation I think the work environment with my way of looking for jobs and the criteria that we have but this process is reciprocal

Alberto: Hope is good, but it is like a dream sometimes, you have to not dream but set real goals or have a mission in life. Hope like I said, yes it is key, but don't cling to it as some kind of magic card. I used to hear people at the factory saying I hope I win the lotto tonight or I hope I find money...all silly things that never going to happen so they lose the focus on

how to get ahead when all they take about is hope on winning something that is never going to happen, it's false hope and it is very dangerous.

Mike: false hope is dangerous and people play the lotto are fools! You never win and you spend tons of money trying to catch the dream...

How about money?

Mike: Money you need it! But I understand what you are asking, I think it is kind of a funny thing...I have an older brother who has some friends working in New York and Chicago, one is a lawyer and the other is a finance guy, both do really well for 24 years old. The funny thing the only thing they do well in is making money! One lost his girlfriend and the other lost her boy friend over having no time because they are working like 70 plus hours. They have Sunday off! It's crazy, wait it gets better one of them got fired recently and right before the bonus were handed out, so he lost a decent amount of money...I don't know about all that money cause then you have no life and that is no good man...

Alberto: Well I am a little different, I worked six days a week and I figured out how to have it all, but I will be honest with I like being in school! But I like the money, I think it really depends on the person on this matter, but for me I am all about working hard and getting paid well. Money man helps make life better, but I am also a big fan of money as a motivation tool. Like extra pay for extra work

Jean: People do that! Not in France! I feel like that is why France is not so good. I like that idea of working and getting paid extra if you do a good job.

Nikki: Yeah, I love the American approach on that

Alberto: it's Mexican! But I know it's American!

Nikki: sorry!

Alberto: no worries

Dom: I like money also, but I hear you about working and having no life the same thing happens in London, I have some German friend's there now and the same thing happens and plus the cost of living is high, but so is the cost of living here in Barcelona compared to the amount of money you make, I am not working too much here but the pay is crappy! And the rents are really high! So I think I would work a lot here and get paid a lot also...But the funny thing is that we talk about this and who knows if we even get a job! I know jobs are getting a little bit harder to get now-a-days.

Caroline: Ah, I think the money will come, in Sweden they pay everyone just about the same and you really get paid well, but not too much, but enough to have a nice living. I think it is a good system and money...we don't really think about making a lot of money, we think of skiing and other things and most people just have money

Nikki: I am not too concerned about money right now. I know I will make some, but not a lot right now and it will come, but maybe it will not. I am not too worried about it.

What would you think a good manager would take a manager?

Nikki: a manager as I mentioned before and I will expand on that is going to have to be patient and supportive of me. I know I do well when things are explained to me and then I can go from there. I am not overly creative and I like it better when I have a clear direction in work and I tend to ask questions and most of the time the boss answers them. When I worked in the fashion store I had a female manger and she was really nice and taught me a lot and in the end I was working harder and longer for her when she needed it. I respect that.

Jean: sometimes I think I would not like to be managed but then I need some help because I am learning that I do not know everything when it comes to life! I used to, but now that I am in school I realize I have no clue! So a manager almost needs just to teach me a little bit and then I can be ok. I agree with Nikki in that you need to be cool and nice and things on my side will be better. I just don't want to feel like I am just a student and they treat me like that.

Alberto: They will treat you like how you act, so act adult like and the manager will treat you like that

Mike: managers are funny people! I like the one where I don't know who is the manager! I mean that the boss is just a regular guy or woman. I will tell you that when things go badly and there is a lot of pressure having a good manager is import for everyone. They can really be great at some things and this type of leadership really motivates me. Like when the team or the office is all serious and funny and gets things done is a big peer pressure on keeping order and motivating me. It's like when you are on a team and the older kids are really good and you want to be like them...so this is a great motivational tool.

Diego: I really don't need too much motivation, I need maybe a mentor and then that person can motivate me, but I think I can be motivate on my own. The job itself provides motivation for me.

How about feedback at the job?

Nikki: I like feedback, I like it when it is good1 I never really got really bad feedback so.

Mike: Ah yeah, but if the person giving the feedback has no idea how to do it, then it becomes a problems, so if I were a manger I would practice a little bit before I tell people that they are good or not!

Diego: Sure no problem, Yeah it is a good thing, but like mike said do it right. I would get some feedback at the factory but it was more serious feedback and really who needs

feedback at a factory? I guess the managers need to get some feedback, but I will think about this topic more

Dom: I don't think it is a great motivational tool. I did not get feedback from my managers, but there was one manager who gave feedback and I got along really well. We did a lot of great work. Bottom line it has to have feedback and it is really important.

Jean: well, no I think a formal thing is a little too much for me

Goals in life?

Dom: Short term goal is more class in Mexico, but long term I would like to have a family but my dream is to open up a company. I would often discuss my ideas with classmates and professors and get some feedback on my ideas about a business plan and the ideas of starting my own business. But I would just say to myself I envy people who just go ahead and start a company. You read some newspaper article or a business case in class and you read how some 24 year old just open up his or her business and I am like great man. They just go ahead and do it. They take the jump right into the water and they never even know the temperature, they just start swimming. Man, I envy that kind of thinking and action. The idea to create a company without years of experience is crazy, but that must be exhilarating the rush that must be, I can never do that, just jump. At times I wonder if my education has created me not to be so hungry and really don't know why I just don't feel empowered to take the chance. I spent a lot of money and a lot of time on my education and I wonder if I go for my business I will be literally homeless!

Diego: Goals, I am a motivated person to do well in school and after school and in life. But I do not sit down in my book and write certain goals that I need to have out of life. I find that silly and not for me. I am full of life and I want to do things, but I don't say hey I want to climb Mount Everest before I die or I need to drive a sports car 300 kph. Things will happen if you work hard and I am more into working hard than hoping and wishing for something.

Jean: I set goals, like I want to have a family and I want to be done with school and have over a certain GPA. I also want to open up my own store one day in Paris and make my own money and be my own boss. I set these goals cause it helps me to be focused and it helps me to understand why I am doing something. My mind works in different ways that let's say you Diego, not that your point of view is bad, it is just not possible for someone like me I cannot just be motivated by life. I need to set goals and race for them. I like to jog and when I jog I have points that I want to run to, I cannot just go out for a run, I need a destination.

Mike: Goals, maybe it is an American thing with goals, but I feel like most of my friends have goals and they follow up on them. Like one of my friends wants to be a Dr. and he would be in school studying and doing what he had to do to get into medical school. And when he got into medical school last year we all know why. I have my own goals also, I am not going to share them with everyone, but yeah I find what Nikki had to say true! I am the same way in some things. I feel like it does help focus you and lead you down the right path. And when I was at work I would set goals up for myself in order to stay focus and on track.



And I found it really helped and my manager took notice at this. I left the company, but I will use that in the next place I work in.

Caroline: well, I have not thought too much about this and I am thinking maybe I should, but I am trying to adjust to life here in Spain and I have not really thought too much about other things.

Nikki: Goals, well no I do not have them! I know that sounds bad, but right now I am young and if I set goals then I feel like maybe they might not be the best goals in the world and it will lead me down a path that is wrong. I am not lazy, but right now I am able to work and live life and that is what I will do and I will be ok! No worries right now.

Alberto: I really have not set my goals, but I will, it is a good idea

Do you see your peers becoming less national and more international a person?

Dom: The global is still becoming the same with dress and culture, but at the end of the day people are different and you can still attach culture to people. I think most people want to go back to their home country. Here in Barcelona I notice a lot of international people, well look at this room, I do not see one Spanish person and we are in Spain! But I can tell that people are from certain countries.

Jean: well I know I am French I feel French and I have been told that I am French whatever that means I don't know but I am who I am.

Mike: well I think the Americans are so Americans...I see them from a mile away and I notice that we are special people! I can tell when there are a group of Americans walking around the city...we are just full of life and always laughing

Nikki: yes you people are loud! Everyone laughs

Peir: First of all, I have to have in mind the significant differences that exist between the preferences of generations there completely different criteria and understanding about what is considered the 'dream job' from the old to the new. For old, the best scenario was to find a permanent job that gave them the stability and security they were looking for. And now I feel the common opinion shared was that you have to be consistent'

Caroline: why do you all wear baseball hats?

Mike: ah we like baseball?

Questions: does anyone have anything to add to the conversation?

Dom: I need guidance and I need the pat on the back and I need that. I need to be told that I am on the right the track. I need that. I don't want to be restricted also by the manager. I just wanted to let you know that!

Nikki: I am ok

Mike: this was fun thanks I feel like we should do this kind of stuff more often, it is a good learning tool and actually I feel motivated just talking about motivation

Alberto: Yes I agree I feel good also! I am already thinking about my goals! Thanks!

Thank you for your time and good luck out there!

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